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ABSTRACT

Two 1980 surveys of school staff, team member interviews, and examination of project films and documents supplied information for final evaluation of the ROCTAPUS (Really Outstanding Color Television About Practically Unlimited Subjects) program, a closed-circuit, magazine format, videotaped, television series intended to enrich the experiential background of isolated, rural Queensland children in grades 5-10. With overall expenditures of $598,000 and approximately $1 per capita cost per viewing pupil per program, average cost of producing and distributing each program escalated from about $9,000 to $13,000 over three years and influenced the decision to discontinue the program after the 1981 school year. Although intended for grade 5-10 pupils, the regular audience of approximtely 11,000 included a greater proportion of year 3-4 pupils than secondary pupils, making production of material appropriate to such a wide range of ages difficult. In terms of program content, schools generally valued enrichment material above syllabus material. Audience participation was successfully emphasized, fostering a sense of belonging which aided learning. ROCTAPUS' usefulness was not merely restricted to areas where normal television reception was limited and great value was placed on ROCTAPUS by school staff, indicating that possible ways to defray the cost of similar programs should be further explored. (NEC)

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PRIORITY COUNTRY AREA PROGRAM EVALUATION SERIES: REPORT NO. 10

The ROCTAPUS Closed-Circuit Television Program — Final Report

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July 1983

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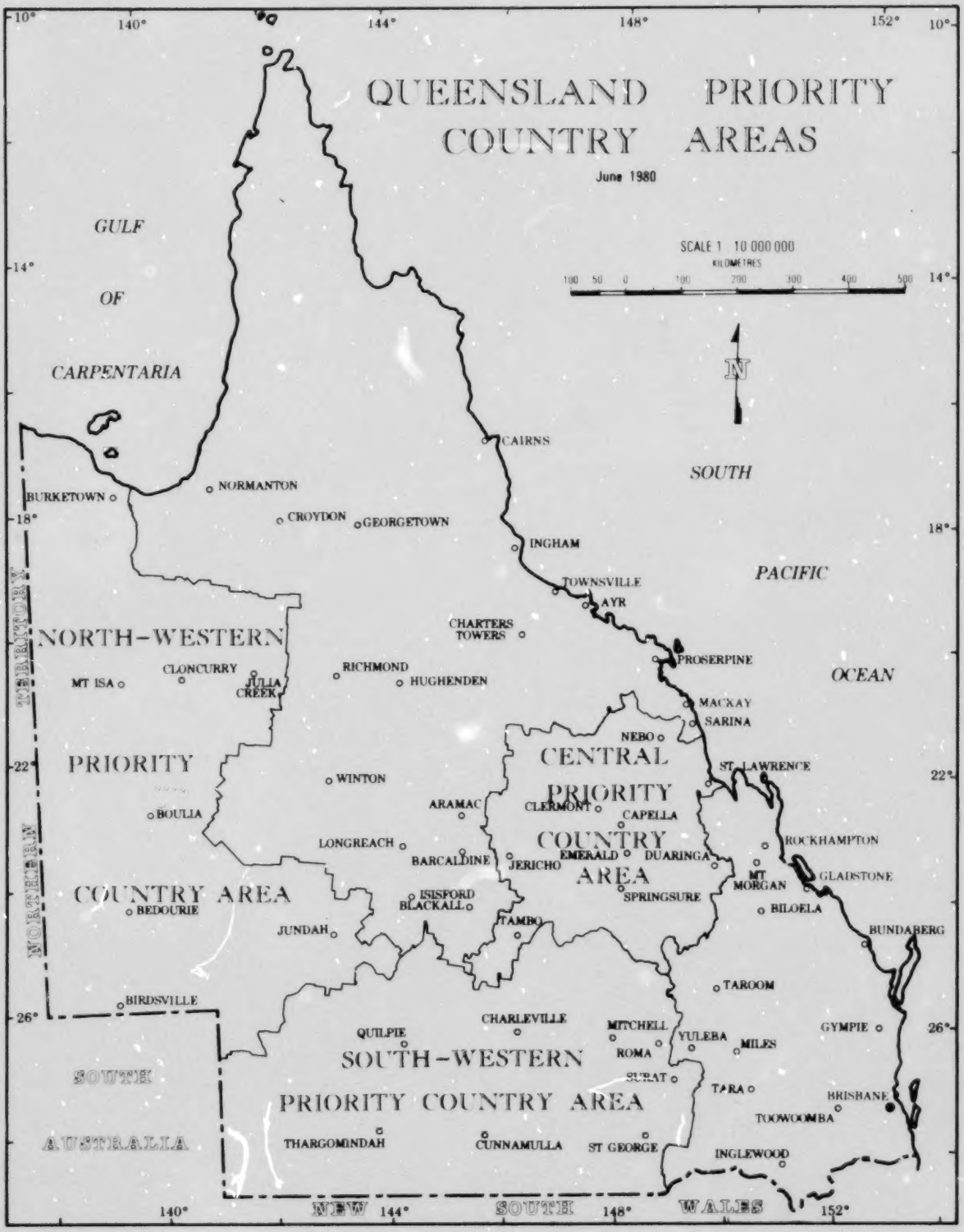
FIGURE 1



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SUMMARY

SCOPE OF THE REPORT

Really Outstanding Colour Television About Practically Unlimited Subjects (ROCTAPUS) is a closed-circuit television program sent to certain country schools. An interim Report on ROCTAPUS was written in 1979 (Fowler). The purpose of this Report is to document in detail the operation of ROCTAPUS; to evaluate in more depth the issues covered in the 1979 Report; and to evaluate relevant issues not dealt with in the 1979 Report.

Information was obtained from two surveys of school staff using ROCTAPUS during 1980; analysis of the documentation at the ROCTAPUS office and the PCAP secretariat in Brisbane; interviews with members of the ROCTAPUS team; and by studying a selection of the ROCTAPUS tapes. The main criteria for a successful educational television program were identified from the literature and ROCTAPUS was measured against these.

PRINCIPAL FINDINGS

1. The intention of ROCTAPUS was to positively discriminate in favour of rural children to overcome the disadvantage existing in PCAP areas. Teachers perceived that the program was effective in achieving this as almost all schools used ROCTAPUS to enrich and broaden pupils' awareness.

2. The use of videotapes instead of broadcasts allowed flexibility with regard to viewing times and re-use of programs, and it was also convenient and easy for classroom use.

3. The hire of a production team with appropriate media experience and expertise as well as teaching experience enabled the achievement of a consistently high standard of production and content organisation.

4. Appropriate learning experiences such as discussion, creative expression, creative art and classroom projects, were used to reinforce learning from the ROCTAPUS programs.

5. The regular ROCTAPUS audience consisted of approximately 11 000 primary and secondary pupils consisting of virtually all Year 5, 6 and 7 pupils, and the majority of Year 3, 4, 8, 9 and 10 pupils. Although the overall budget was quite large, the audience was sufficiently large so that the cost per viewer was small.

6. The level of presentation of material was judged appropriate to the educational background of the target audience of upper primary and lower secondary pupils. However, it was less appropriate for the lower primary pupils, who comprised a considerable proportion of the actual audience.

7. The needs and interests of the audience were surveyed in an effort to make content relevant, motivational and balanced and to find the most appropriate program length. The high ratings given to each of the segments of ROCTAPUS with regards to its broad educational value and its appeal to pupils are evidence of the success of these steps.

8. Audience participation in the program was emphasised to foster a sense of belonging which would in turn aid learning. Effective two-way communication appears to have been achieved.

9. PCAP supplied, maintained and repaired both the production and viewing equipment where necessary. The high degree of satisfaction in schools with both the quality of equipment and its working condition reflects the adequacy of this aspect of the program.

10. High value was placed on ROCTAPUS in the PCAP schools with adequate reception of ABC broadcasts for schools as well as in those without adequate reception. This clearly indicates that ROCTAPUS' usefulness was not merely restricted to areas where normal television reception was limited.

11. Schools generally valued enrichment material above syllabus material in terms of content of programs. They also believed that a video program should present material which was difficult for teachers to illustrate in the classroom, rather than material whose presentation was fairly routine.

12. Although secondary schools placed less value on ROCTAPUS than did the other schools because of the subject orientation in the secondary curriculum, they did not want the ROCTAPUS orientation towards enrichment material changed.

13. Great value was placed on ROCTAPUS by school staff. Thus, some of the possible ways of defraying the costs of similar programs should be further explored.

ROCTAPUS hostess, Jo Pearson, introduces a segment.

CHAPTER 1

INTRODUCTION

Purpose of this Report

Really Outstanding Colour Television About Practically Unlimited Subjects (ROCTAPUS) was a closed-circuit television program sent to certain country schools as a pilot project. An interim Report on ROCTAPUS was written in 1979 (Fowler). The purposes of this Report are to document in detail the operation of ROCTAPUS; to evaluate in greater depth the issues covered in the 1979 Report; and to evaluate relevant issues not dealt with in the 1979 Report.

This is the tenth in a series of studies evaluating initiatives introduced as part of the Priority Country Area Program (described in Chapter 2). It is part of an overall evaluation program intended to provide: a descriptive portrayal of PCAP initiatives; feedback to PCAP staff about the services being offered; information for persons and committees responsible for deciding PCAP policies; and a measure of accountability to the Schools Commission in particular and to the community in general.

The Evaluation Approach

The evaluation plan was designed to seek answers to the following questions about ROCTAPUS:

- What was ROCTAPUS trying to achieve?
- What was the context in which it operated?
- How did it operate?
- What did these operations cost?
- What were the outcomes of these operations?
- What are the implications for the design of future video programs?

As well as documenting the operation of ROCTAPUS, the study attached considerable importance to the perceptions of participants – both the users and the production team. These two different perspectives were necessary to provide a complete view of ROCTAPUS. Further, it enabled comparison of viewpoints, and enabled information from the users to be fed back to the production team.

Evaluation Methods and Procedures

Information for this Report was obtained by:

- two surveys of school staff using the program during 1980;
- analysis of the documentation at the ROCTAPUS office and the PCAP secretariat in Brisbane;
- interviews with members of the ROCTAPUS team; and
- study of a selection of the ROCTAPUS tapes.

THE PURPOSES OF ROCTAPUS

The purposes of ROCTAPUS are discussed in detail in Chapter 3 of this Report. However, the following summary would include the principal purposes of ROCTAPUS:

- It endeavoured to discriminate positively to help students disadvantaged by isolation.

- It strived to be educational, intrinsically interesting and exciting to the viewers, and did not rely on specific relationships with the school syllabus to capture an audience.
- It sought ways of widening the horizons of children who, through isolation, are limited in the kind of contact and experience available to children in larger centres.
- It attempted to break a pattern of resource provisions for rural areas which simply replicate responses to urban school needs. In doing this it endeavoured to recognise the unique experience and knowledge of country children.
- It tried to directly involve the students of schools in the Priority Country Areas, where much of the program material was collected, and to respond to the stated needs of those children.
- For teachers, it sought to offer an array of incidental teaching resource material.

A windsurfing school organized by the ROCTAPUS team after pupils expressed interest following a ROCTAPUS segment.

CHAPTER 2

THE CONTEXT OF OPERATIONS

ROCTAPUS and the Priority Country Area Program

ROCTAPUS was one of a number of initiatives sponsored by the Priority Country Area Program in Queensland. This Program had its origins in the 1977–79 Report of the Schools Commission, which suggested that students in country areas may be disadvantaged compared to urban dwellers because of additional factors in the variety of experience and opportunities available to such students. As a consequence of this concern for the problems of country children, the Commission added a new element to the Disadvantaged Schools Program for 1977, sub-titled 'Disadvantaged Country Areas'. The funding thus made available was intended to finance the piloting of schemes designed to improve the opportunities of children in such areas.

In Queensland, 'Priority Country Area' has been used to describe those country areas identified on the basis of guidelines supplied by the Schools Commission and approved by the Commonwealth Minister for Education, on the recommendation of the State Minister for Education. As at March 1982 three such areas had been declared – one in the south-west of Queensland, one in central Queensland, and one in the north-west of Queensland. Figure 1 shows the location and extent of these three areas.

In 1977 a joint committee providing wide representation of State and non-State educational interests was formed by the State Minister for Education to administer the Priority Country Area Program in Queensland. This Joint Committee continued, virtually unchanged, to be responsible for the Program in the two original priority areas of South-Western and Central Queensland until the end of 1979. The year 1980 commenced with the declaration of the third Priority Area, in north-west Queensland, and the subsequent re-organisation of the PCAP committee structure. The new structure provided for a smaller State management committee, composed of representatives from the State and Catholic education systems, and larger regional committees in each of the Priority Areas. Membership of the latter committees provides representation for the State and non-State education systems as well as for a variety of community interests and organisations.

The Queensland Priority Country Area Program (PCAP) is funded by the Schools Commission. Original funding was approximately $1 million per annum but this has now risen to around $1½ million per annum. PCAP is presently responsible for over 30 separate projects and employs more than 40 full-time staff. Day to day administration of the program is the responsibility of the General Secretary, assisted by a PCAP Co-ordinator in each Region.

The Area Served by ROCTAPUS

The ROCTAPUS television program is used in each of the three PCAP regions. Table 1 contains information on the area, shires included, date declared, staff employed by PCAP, population, population density, and population change from 1971 to 1976 in each region.

The PCAP regions are characterised by low population density. Although they account for 50 per cent of the area of the State, they contain only 3 per cent of the State's population. Thus the population density in the PCAP regions is very much less than in the rest of the State (see Table 1). Comparison of the population changes over a five year period shown in Table 1 indicates that each of the three PCAP regions is at variance with the overall State trend. The South-Western region has a declining population while the North-West's population increased at a rate well below the State average. In contrast, the Central region's population increased at three times the Statewide rate of increase.

The larger centres are connected to coastal cities by air services and rail services. Although such services are available frequently to quite a few centres in the Central region, relatively few centres are serviced in the other two regions and such services only operate a few times per week. A network of main and subsidiary roads serves the region, although many of these are unsealed resulting in considerable disruption in wet weather. The inadequacy of the transport system in the PCAP areas stems from the vast distances involved and the vulnerability of the system in wet weather.

TABLE 1: SOME GEOGRAPHIC AND DEMOGRAPHIC DETAILS OF THE THREE PCAP REGIONS

Priority Country Area	South-West	Central	North-West
Area	318 500 km^2	150 500 km^2	391 500 km^2
Shires	Balonne Booringa Bulloo Bungil Murweh Paroo Quilpie Warroo Roma Town	Bauhinia Belyando Broadsound Duaringa Emerald Jericho Nebo Peak Downs Tambo	Barcoo Boulia Burke Cloncurry Diamentina McKinlay Mt Isa (excluding city of Mt Isa)
Date declared	March 1977	November 1977	December 1979
PCAP staff*	1 co-ordinator 16 teachers 1 unit support officer 1 technical maintenance officer 1 clerk typist 1 teacher aide	1 co-ordinator 3 teachers 1 speech therapist 1 technical maintenance officer 1 clerical assistant	1 co-ordinator 4 teachers 1 new programs developer 2 administrative aides
Population (estimated 30/6/80)	26 300	38 900	9 750
Population density**	0.08 persons/km^2	0.26 persons/km^2	0.03 persons/km^2
Change in population from 1971 to 1976***	−9.3%	+32.1%	+5.3%

* In addition, the following staff are employed by PCAP in Brisbane – 1 General Secretary, 1½ Clerks, 1 Clerk Typist, 1 Evaluation Co-ordinator, 1 Research Assistant, 1½ Graphic Artists and 2 Videotape Operators.

** State average population density is 1.30 persons/km^2.

*** State average population change from 1971 to 1976 was +11.5%.

Service centres are very scattered and the vast majority are very small. The cultural, medical and sporting facilities available are very limited because only the largest centres have the funds and the clientele to make such services financially viable. Consequently, in much of the area, medical services are provided through the Royal Flying Doctor Service transporting patients to larger centres. Further, the population density is too low and the distance involved too large to enable a smaller service centre to provide such services for the surrounding areas. Adequate cultural, medical and sporting facilities are only available to those people able to travel great distances. However, the inadequate transport system makes such journeys impossible in many cases. Thus, the children in the area have had limited experiences and also have a limited knowledge of the wider world.

The climate of each of the PCAP regions is characterised by vast temperature ranges, low unreliable rainfall, and periods of intense sunshine. As one moves away from the coast, the vegetation changes from open forest, through open grassland to the desert margins of central Australia. In addition, the landscape is characterised by little accessible seashore, little forest, and very few large rivers. The virtual absence of seashores and large rivers in the regions means that few pupils have much familiarity with sea transport or water sports such as surfing, sailing and water skiing. Nor do these children have experience of sea and forest environments and their associated flora and fauna.

Although there is some scattered mining in the South-West region, this makes little contribution to employment in the area. In contrast, mining makes a significant contribution to employment in the Central Region and the North-Western Region. The mining centres in the north-west have been established for a long period of time. However, the mining industry in the Central Region has undergone rapid expansion in the last few years, and this accounts for the rapid population change referred to above. Land use in each of the PCAP regions is predominantly pastoral farming with some crop farming in parts. Pastoral farming, mining and service industries in the towns are virtually the only sources of employment. There is very little secondary industry in the PCAP regions. Thus, the role models for employment in rural Queensland are severely limited and this restricts the occupational choice of school leavers, particularly girls, in these areas (French; McGaw, *et. al.*). Unemployment is very high in rural areas and most jobs that are available in rural towns are unskilled jobs.

Educational Provisions in the Area Served by ROCTAPUS

A summary of the enrolments of the primary and secondary schools in the Priority Country Areas is shown in Table 2. There were 11 156 primary and 3109 secondary pupils enrolled in 102 schools in the PCAP regions in August 1980. Although 77 per cent of the primary schools had 100 or fewer pupils, the pupils enrolled at these schools represented 27 per cent of the total primary enrolment.

TABLE 2: SCHOOL ENROLMENTS IN PCAP REGIONS IN 1980

Type of School	State		Non-State	
	No. of Schools	Enrolment	No. of Schools	Enrolment
Primary	70	7127	11	1227
Primary/ Secondary *	13	2612/946	1	190/26
Secondary	6	2045	1	92
Total	89	12 730	13	1537

* This refers to primary schools with secondary departments.

The State Education Department has provided a range of correspondence education facilities for children unable to attend school, usually because of distance or isolation. Thus, there were approximately four hundred and fifty pupils enrolled with the Primary Correspondence School and approximately eighty school age students enrolled with the Secondary Correspondence School living in the PCAP regions at the end of 1980.

In addition to these provisions, there were 19 pre-schools, 19 of the primary schools had classes for pre-school pupils, and there were three special education centres in the PCAP regions. Children from these regions are assisted by the Isolated Children's Special Education Unit based in Brisbane. There are Schools of the Air at Charleville and Mount Isa.

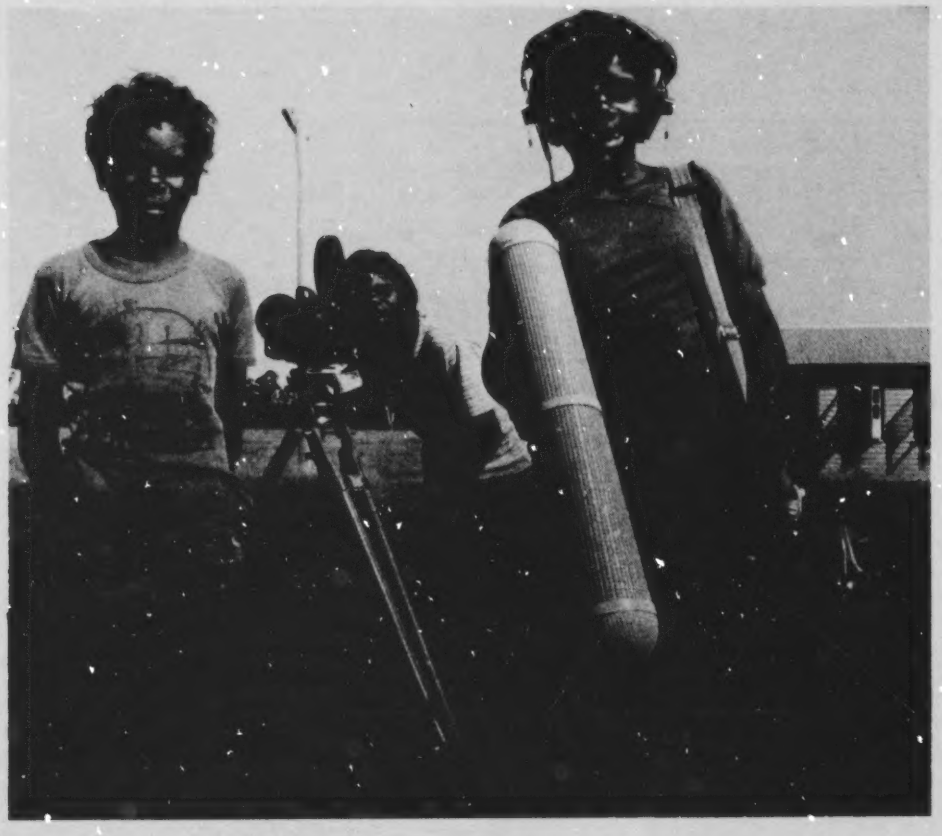
Difficulties facing schools in the area include high teacher turnover, limited curriculum choice, low student retention rates, young and inexperienced teachers, lower attainment levels and limited vocational aspirations of students (McGaw, *et al*).

Post-secondary education located in the PCAP regions is limited to a pastoral college at Emerald. Consequently, it is necessary for students to leave home (and generally travel large distances) in order to undertake tertiary or technical training. Many of these young people remain in coastal areas after finishing their training because of the greater scope there for skilled and professional workers. This not only contributes to the limited population growth in most rural areas, but it also perpetuates the lack of skilled and professional people in rural areas. That is, the most academically talented people are drained from the rural areas.

Television Reception in the Area Served by ROCTAPUS

Although some PCAP areas are able to receive television broadcasts from commercial stations as well as from the ABC, many others receive only ABC television broadcasts. Still other areas are unable to receive television broadcasts from any network. The ABC regularly broadcasts television programs for schools. Further, a number of programs shown on commercial television and the ABC from time to time can be considered to be broadening the viewers' horizons and to be educational in the broad sense. Thus, the adequacy of reception of television broadcasts in an area (particularly from the ABC) is likely to affect the degree of need of pupils in that area. This issue of the adequacy of reception of ABC TV broadcasts is pursued in depth in Chapter 5. However, it can be stated here that people in the PCAP regions generally have far less access to television than do most other people in the State.

The data on the access of PCAP schools to ABC and commercial television was collected during 1980. Since then, reception in some areas has improved due to some access to an international consortium's satellite (INTELSAT IV). Access to television broadcasts is likely to improve further in the future with improvements to Telecom's ground communications network and with the introduction of Australian domestic satellites.



Left: Pupils taking part in the production of a segment.

CHAPTER 3

THE CONCEPT OF ROCTAPUS

This chapter begins with a discussion of the role and value of educational television. This is used to generate criteria against which the success of an educational television program is measured. Aspects of ROCTAPUS are described in detail and evaluated with reference to the derived criteria. The aspects are: the aims of ROCTAPUS; content and format; production of programs; advertising of ROCTAPUS; communication between the production team and schools; supply and service of equipment; and cost of providing ROCTAPUS programs.

Brief summaries of these are given in the Project Profile on ROCTAPUS in Appendix A, and a statement on ROCTAPUS prepared by the production team which is contained in Appendix C.

The Role and Value of Educational Television

Definition of Educational Television

Television in which the main purpose is to educate rather than entertain the audience is referred to as 'educational television' (ETV).

A Brief History of Educational Television

Educational television commenced in both the United States and Britain in approximately 1950. Since then educational television has become very widely used at all levels of education in these countries (Barrington). This use of ETV has led to a multitude of research studies particularly during the 1960s on such aspects as the effects of ETV on children and how to produce better programs.

With the advent of television in Australia in 1956, the Australian Broadcasting Commission (ABC) moved into the field of educational television with regular programs being produced for primary and secondary pupils (Barrington). More recently the Queensland Department of Education has entered the field of educational television through its Production Services Branch.

Types of Educational Television

ETV can be used in a number of different ways. The first type, and the one most commonly regarded as educational television, is instructional TV. Here, a particular group of learners is presented with certain specifically ordered information – e.g. ABC broadcasts for schools. In some cases, the majority of the teaching in a course is done through instructional TV. Probably the best known example of this approach is the Open University in Britain which uses television as a major component in its teaching program. In other cases, instructional TV programs aim at providing enrichment by giving stimulating presentations which are not directly related to the syllabus.

Secondly, television can be used in a normal classroom lesson either to give students a closer view of material being used in the lesson or to enable the lesson to be seen by several classes simultaneously. Thirdly, a number of programs broadcast on commercial networks can be educational. These include news and current affairs programs.

A number of variations are possible in the form which a program takes. For example, the program can be transmitted via broadcast or through a closed circuit; it may be transmitted live or be pre-recorded; and it can be either one-way or interactive.

Characteristics of Educational Television

Perrin extols some of the virtues of instructional TV as:

> 'Instructional television has a tremendous potential. It can motivate, excite and involve large numbers of people of all ages. It can transport the viewer to any location in the past, present and future, in the realms of fact or fiction, reality or fantasy. It shares the most ideal viewing position with every viewer. It can make visible to all at the same time what would normally be visible only to one, such as the image from a microscope or a telescope. It can alternate close-up and distant views, using the zoom lens to make smooth transitions. Abstract concepts can be concretely visualised by animation. And videotape allows these experiences to be recorded and accessed at a later time, or replayed repeatedly, at normal or varied rates of playback speed, for analysis of an event. Television messages can be broadcast or transmitted along a wire. They are so available and so inexpensive (where the number of consumers is large) that television, whether for instruction or entertainment, can be used for single viewers or small groups.'

Rhodes points out that through live coverage, television can give the viewer a sense of 'being there' at special events such as when man first walked on the moon. The qualities of ETV just presented enable this medium to make a different contribution to the overall education of the child from that made by normal teaching techniques. This is obviously an advantage.

There are however certain disadvantages associated with the distinctive characteristics of ETV. For example, immediate two-way communication during the program is quite difficult to arrange and is cumbersome. Thus, teacher-pupil discussion is absent during most ETV programs (although it can precede and/or follow the program). Also, the individual learner is not catered for with regard to content, speed of learning or special problems (Tyler). In addition, television itself is a passive medium and reinforcement by using an appropriate activity in association with the program is beneficial in order that retention of desired knowledge is improved (Maclaine).

Comparisons of Videotapes and Broadcasts

Some of the advantages which videotapes offer over broadcasts are that: the teacher can preview the program; the program can be shown at the most appropriate time to fit in with the work being taught and with the school's timetable; the program can be reshown if desired; and the program can be interrupted for comment (where appropriate) by the teacher. Perrin thus concludes that television teaching is both efficient and easy where videotapes are involved.

Videotapes require the use of video equipment as well as a television set. The main disadvantages of videotapes appear to be the additional cost involved in purchasing and maintaining the video equipment and the increased number of breakdowns that are likely to occur as the amount of equipment increases. For a more detailed discussion of closed circuit video systems in schools, readers are referred to Appendix A of a report of a sub-committee of the ABC Federal Education Broadcasts Advisory Committee into the role of ABC educational broadcasting.

Effects on Children

Various aspects of the effects of ETV on children have been researched. These include effects on school achievement, prosocial* behaviours, prosocial attitudes, and attitudes to ETV.

Despite the fact that the high hopes held for the educational impact of educational radio had remained largely unfulfilled (Schramm), the introduction of ETV in the USA was accompanied by similar optimism. For example, both teachers (Himmelweit *et al.*) and the community (Schramm *et al.*), had confidence that ETV could improve

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* Prosocial behaviour is the term used in the research literature to describe behaviour which is accepted as being socially desirable. As this term is consistently used in the literature being reviewed, it is retained in this review.

children's achievement. A major finding of both Schramm and Smith in reviews of a large number of early studies of ETV was that, while students learnt efficiently from television teaching, television instruction was no more or less effective than traditional teaching. However, considerable changes have since been made in ETV and recent studies indicate that the above finding no longer applies as explained below.

Prior to the 1970s, ETV had been largely restricted to the classroom and the few ETV programs shown on commercial networks were mostly unsuccessful in bringing about educational improvement (Watkins, Huston-Stein and Wright). However, there was a move away from merely presenting televised lectures during the 1970s and instead, ETV programs began capitalising on the peculiar characteristics of the medium. There was also a great increase at this time in the number of ETV programs aimed at teaching prosocial behaviours and attitudes.

One of the pioneer programs of this era was *Sesame Street*, a program for pre-school children. (See Lesser for a description of its development). The success of *Sesame Street* led to its becoming a model for a number of subsequent programs which attracted large audiences on commercial networks. These programs included *The Electric Company*. Watkins, Huston-Stein and Wright reviewed the research on these two programs and concluded that higher achievement had occurred in homes where these programs were viewed.

Research has also shown that children do understand prosocial messages presented to them through ETV (CBS Economics and Research; Watkins, Calvert, Huston-Stein and Wright). Often these ideas are evidenced in the subsequent behaviour of both primary school children (Watkins, Calvert, Huston-Stein and Wright; Collins and Getz; Sprafkin *et al.*; Zimmerman and Brody) and pre-school children (Liebert *et al.*). The effect is greatest when the subsequent situation closely resembles the one on the ETV program (Leifer, Paulson).

Reviews of the literature on ETV have indicated that the greatest effects on achievement (Jamieson *et al.*; Chu and Schramm) and on prosocial behaviour (Watkins, Huston-Stein and Wright) occurred at the primary age level. Further, disadvantaged children showed greater improvement than did others in regard to prosocial behaviour (Friedrich and Stein, Liebert *et al.*).

Recent research reviews have further concluded that the ETV programs of the 1970s had succeeded where earlier programs had failed because these recent programs were both entertaining and educational as well as being carefully planned and well produced. Watkins, Huston-Stein and Wright observed that ETV in the classroom has largely failed to meet the high expectations held for it. They postulate that this is because the element which transformed home ETV from failure to success – carefully planned, well-produced material which was entertaining as well as being educational – was largely missing from the classroom ETV which has been researched. A similar viewpoint was expressed in Jamieson *et al.'s* review of the research on ETV. This has serious implications for how ETV material should be produced.

In his 1965 review of ETV research, Barrington concluded that the research to that time had not shown whether ETV helped or hindered retention of knowledge. It appears that this issue still remains unresolved. Barrington's review did conclude that retention is improved where support activities accompany the program. ETV has also been shown to influence children's attitudes to those who are different from themselves (Collins, Gorn *et al.*). Increased task persistence in children has been associated with the viewing of prosocial ETV programs (Friedrich and Stein) and creativity can be increased through exposure via ETV to a highly creative model (Zimmerman and Dialessi).

Reviews of ETV by Barrington and Chu and Schramm showed that pupil attitudes to ETV were more favourable at primary level than at subsequent levels. However, pupils' attitudes to an ETV program appeared not to be affected by their subsequent achievement when tested on what they learned from the program. In contrast pupil attitudes to an ETV program were affected by the student's like or dislike of the television teacher and of the subject being taught (Barrington).

ETV was found to hold pupils' attention more than did a non-visual medium (ABC Research Survey, Barrington). However, one problem associated with ETV viewing at school is that pupils may 'turn-off' if over-exposed to television at home (Skornia).

The influence of ETV on attitudes and behaviours appears greater than on achievement. For example, assessment of Open University broadcasts has indicated that television is more successful in arousing thinking in viewers and motivating them, than it is in teaching specific information (Smith).

In summary, while early ETV programs did not offer any more to the education process than did traditional teaching, certain recent programs have been successful in improving both achievement and prosocial learning. Some characteristics of these successful programs have been discussed in this section. The next section attempts to identify in more detail the characteristics of a successful ETV program.

Criteria for a Successful ETV Program

Although some negative opinions of educational television have been expressed (Smith), the majority of the literature on the use of television in education is positive. However, the criticisms that are levelled at ETV appear to centre around two foci – the cost effectiveness of the process and the extent of its use. Many studies have examined the cost effectiveness of educational television programs (Battelle Memorial Institute; Friedlander; and Hershkowitz). The overall view is that a television program must be highly successful in order to justify the costs involved. This section attempts to identify from the literature the characteristics of a successful program. Subsequently, ROCTAPUS will be evaluated in terms of these characteristics.

Miles indicates that the use of any technological innovation is dependent on how easy it is to use. Ease of use depends on both the complexity of the equipment and the availability and working order of equipment. That is, it is of foremost importance that educational television is available in a form which is convenient and simple to use. Secondly, the acceptance of any technological innovation depends on the availability of the necessary equipment and its working order. Faunce makes the same point specifically in relation to ETV – that an adequate supply of viewing equipment and adequate maintenance of that equipment are essential for an ETV program to be successful.

Barrington's 1965 review of ETV revealed that the duration of the program was an important factor in its success. If the program was too short, it did not have sufficient impact. If the program was too long, the pupils' interest waned. Barrington's review indicated that the optimum duration was 25 minutes.

Because viewers are familiar with the high production standards of commercial television, it seems that viewers reject inferior production standards in educational television. That is, high production standards are necessary for a successful educational television program (Perrin). Klein and Hockley provide detailed suggestions of how to achieve such high production standards. They discussed such factors as: utilisation of resources not readily available in the classroom; opportunities for student response; the motivational aspects of opening segments; linkage between the television lesson and classroom follow-up; use of real objects as opposed to simulations; and the discovery learning approach.

Also, it has been shown that the time taken for learning can be reduced when television is used. This occurs if there is careful organisation of information (Perrin). Rhodes explains this as follows. A teacher could condense a 30 minute lesson into a well organised, just as informative, 10 minutes by spending several hours in preparation. Teachers do not normally have this amount of preparation time. However, ETV producers are able to devote the time required to preparation because it requires only a marginal cost increase for a large audience to benefit.

Various forms of two-way communication between the viewers and the producers of the ETV program are possible. Barrington found that two-way communication enhanced the viewer's attitude to the program. However, he also found that, where the two-way communication interfered substantially with the continuity of the program, television teaching was less effective than normal teaching. Thus, two-way communication is desirable only if it does not interfere with learning.

Some of the many studies of the cost effectiveness of ETV have already been cited above. An ETV program requires planning, production and distribution. When the size of the audience increases, only the cost of

distribution is increased. However, distribution costs represent only a minor component of the overall cost. Thus, the cost per viewer decreases substantially when the audience size increases. Consequently, Perrin indicates that a successful ETV program should have sufficiently large an audience that the cost per viewer is small.

There is a multitude of evidence suggesting that educational television is most effective when combined with and supported by other learning experiences (Maclaine, Barrington, Perrin, Hampshire County Education Office). This is to be expected since reinforcement of learning is a standard component of good teaching practice.

Research evidence indicates that for a program to be successful, its design and presentation should consider the needs and background of the audience. It should be motivational and relevant, and should be presented with vocabulary and pacing suitable to the audience (Lasher).

In summary, educational television appears to be successful where a number of criteria are met. These criteria are:

- the program is available in a form which is convenient and simple to use in the classroom;
- the supply and service of viewing equipment is adequate;
- the program is of suitable duration;
- production standards are high;
- the material is carefully organised;
- the audience is sufficiently large that the cost per viewer is small;
- the program is used in conjunction with other appropriate learning experiences;
- the program content is relevant and motivational; and
- the level of presentation is appropriate to the background of the audience.

The degree to which ROCTAPUS meets the first five criteria is discussed in the subsequent sections of this chapter. The congruence between the last three criteria and ROCTAPUS' use in the classroom is discussed in Chapter 5.

Aims of ROCTAPUS

The submission made during 1977 by staff of the Production Services Branch of the Department of Education to the Joint Committee of the Priority Country Area Program outlined the following aims for a country video scheme:

- to broaden the students' outlook of their own environment as well as developing their knowledge of other areas;
- to provide enrichment by extending children beyond formal courses;
- to encourage the development of creative arts and cultural activities by providing visual experiences;
- to provide a balance of materials between rural and urban areas; and
- to involve the students and the local community in the production of programs.

As was discussed in Chapter 2, the PCAP areas are characterised by isolation, poor communication networks and very limited cultural, social, sporting and care facilities. It was decided that the country video program should address some of these difficulties and where possible to contribute to overcoming these deficits.

Poor communication within the country areas had often led pupils to have a relatively narrow view of the world, focused on their local community. The isolation of the areas meant few children had experienced other ways of life, or climate, vegetation and wildlife different from that in their own area. Thus it was considered important to broaden the pupils' outlook both with regard to their own and other environments. It was not intended that the video program merely duplicate existing education resources but rather provide enrichment beyond normal courses.

It was felt that some emphasis should be placed on cultural presentations because of the unavailability in PCAP areas of the wide range of cultural activities taken for granted in less isolated areas (Briody).

Most existing television programs had been developed with an urban orientation. So it was felt that: 'a need existed to base the program on the expressed needs and interests of those living in the identified rural areas. The resulting program would therefore be supportive of the rural culture and lifestyle while at the same time extending the experience of the audience beyond local limits. An understanding between urban and rural could be developed through an emphasis on similarities and points of contact, rather than through differences' (Gilbert).

It was intended to make considerable use of local content, for the purpose of involving the audience and local communities in the program. Thus it was envisaged that the program should not stop at the screen but that it should promote activity within the communities it serves. This notion required the constant presence of the production group in the country areas gaining feedback on the program, ideas and suggestions for future programs or following through activities which relate to the whole community.

Thus it can be seen that the intention of the program is to positively discriminate in favour of rural children to overcome the existing disadvantage. Having identified some of the principal aims of the program, a brief consideration of their suitability is appropriate. Firstly, the purpose of ROCTAPUS could be clearly seen as attempting to answer at least two of the questions relating to educational disadvantage posed in the 1977 PCAP *Annual Report*: 'How can the experiential background of country children be enriched?','How can teachers be assisted in developing relevant education programs for country children?'

Such problems were also identified in the Report on *Education of Isolated Children* by the Australian Senate Standing Committee on Education and the Arts:

> 'Teachers in small schools encounter problems in widening students' outlook as a result of the children's limited personal experience and lack of breadth of external stimulation. Further, the restricted social and physical environments of children living in remote areas and their isolation from the facilities of urban life result in some difficulties for pupils in comprehending certain concepts which city children take for granted.'

Secondly, the overall intention of positive discrimination is in full accord with Schools Commission policy concerning the equality of educational opportunity which stems from the recommendations of the Karmel Report:

> '. . . the Committee feels strongly that there are certain areas which appear to have been neglected in the past and which deserve special emphasis . . . . The deficiencies are not spread evenly among all schools and school systems. Differences in deficiencies require differences in treatment. Accordingly the Committee is recommending larger grants for some schools and some school systems.'

Content and Format

The format of the program was decided by Production Services staff at the time of the initial proposal, and was based on the aims of the program, the characteristic strengths of the visual medium, and the needs and interests of the target audience. It was decided that a closed-circuit television program with a magazine-type format should be used, with content related to rural needs rather than being curriculum oriented. It was intended to give a balance between local and wider world content. The target audience was upper primary and lower secondary pupils (children in the age range from 10 to 16 years). Use of closed circuit television instead of broadcasts allowed flexibility with regard to viewing times and reuse of programs. Thus convenience to the classroom teacher was maximised.

The Production Services staff felt it important to survey the rural areas before proceding further to ensure that the specific content was based on the real needs and interests of the audience and that the initiative did not become another urban based resource developed in isolation from the rural community. To this end Production Services staff travelled into south-western Queensland, outlined the proposal and elicited from pupils, teachers, parents and

community groups those areas of content which they felt could best serve their needs through a magazine television format. Thus, steps were taken to ensure that the program was both relevant and motivational – criteria necessary for a successful educational television program.

Response to the proposals was very positive. All of the groups felt that a television program could extend the awareness of rural children, enabling them to become more aware of their own environment and broaden their horizons through contact with people, places, events and ideas normally beyond their reach. Respondents felt that the program should be supportive of the rural lifestyle and culture (although certainly not limited to that).

Content categories were selected for classifying story segments in an attempt to give direction to stories and to achieve a balance of material through the whole series of programs. The categories used during the production of the program were: science, technology and development; people and their environment; social patterns and life-styles; history; trade and economy; survival, careers, services and preparation for life; culture and entertainment; leisure; kids in action; and communications.

However, when the segments were catalogued for reference by teachers, it was decided to use categories which the production team felt teachers could more readily associate with syllabus topics. That is, these latter categories were used for cataloguing purposes, not for production. Table 3 shows the distributions of stories over these catalogue categories during 1980.

TABLE 3: PROGRAM CONTENT DURING 1980

Topic	Number of stories	Time allocation (minutes and seconds)
Animals	6	31.16
Careers	8	43.07
Festivals	2	13.30
Health and safety	2	10.17
History	5	26.04
Hobbies	3	14.50
Industry	11	48.12
People	9	44.42
Places	4	16.30
School activities	5	13.58
Science and technology	13	62.46
Social life and customs	3	11.38
Specials	5	70.36
Sport	14	54.36
The Arts	5	23.07
Transport	2	8.06

Programs were produced fortnightly. Initially each program was about 50 minutes long. However, feedback from the schools indicated that this was too long, both with regard to the children's attention span and for timetabling purposes. Thus the program duration was reduced to about 30 minutes. Each program consisted of about six segments each of approximately five minutes duration. Where a certain story did not suit the short magazine format, 'specials' were produced. These devoted longer periods of time – up to 30 minutes – to a single topic. Only a few specials were sent to schools as a separate package. Most of the specials followed a ROCTAPUS program (on the same tape) and could be viewed either straight after ROCTAPUS or at a separate time, whichever the teacher preferred. However, only a minority of ROCTAPUS programs were accompanied by specials between 1978 to 1980. The different method of production in 1981 enabled each program to be accompanied by a special.

Production of Programs

A pamphlet sent to schools in 1979 introduced the members of the production team and outlined the steps in the production process that was used throughout 1978, 1979 and 1980. The production team consisted of two producers (with media experience in addition to teaching backgrounds), a production assistant, a cameraman, a sound recordist, a film editor, a journalist, and a program hostess.

The audience generated the story ideas in many cases. For example, a request during 1980 for the screening of some of the Olympic Games events was followed in 1981 by the screening of three specials on this (see letter in the centre of this Report). Another pupil suggestion led to a segment in 1979 about a Tambo man's unique gun collection. Ideas were fully researched and the content, style and direction discussed by the production team prior to the shooting of any film. Each segment was edited after filming. The segments were then linked together by the program hostess – the team member who provided a personal link between the program itself and the audience.

However, substantial changes were made in 1981 since funding for ROCTAPUS was decreased substantially. (This reduction in funding is discussed in the section on costs at the end of this Chapter.) No new material was filmed in 1981 although the number of programs produced was the same as in other years (18). New material obtained from Government departments and private companies was presented as specials. This enabled increased use of specials thus increasing the viewing time available to the audience from 10 hours in 1980 to 16½ hours in 1981. These sources provided this material free of charge because of a desire to assist isolated children. New music clips were similarly obtained. The remainder of the program was obtained by reusing segments from previous years' programs.

The change in production method in 1981 enabled the entire year's programs to be packaged in 15 weeks. This change was necessary to enable the ROCTAPUS team to work within the drastically reduced funding levels operating in 1981. However, this new approach was only possible after appropriate material had been accumulated during the previous three years. There were certain disadvantages associated with the change. In particular, some of the feedback and communication mechanisms used in previous years (see later in this Chapter) were unable to function effectively.

A consistently high standard of production was maintained during the years of the production of ROCTAPUS. This high standard was recognised at national level in November 1978 when ROCTAPUS received a commendation at the annual Penguin Awards arranged by the Television Society of Australia. Thus ROCTAPUS met another criteria of a successful educational television program – that the production be of consistently high standard.

Following the reduction in the budget allocation to ROCTAPUS for 1981/82, and the change in production methods described above, it was decided to discontinue completely the production of the series at the end of 1981. The financial considerations which influenced this decision are discussed in the final section of this Chapter. A further consideration, however, may have been related to the original brief of the Disadvantaged Schools Program, which was to *pilot* initiatives designed to improve the educational opportunities of country children.

Since, by 1981, ROCTAPUS had developed from being a pilot program to being a program whose success had been established, the suitability of PCAP funding being continued indefinitely was open to question.

Advertising ROCTAPUS

Various methods were used to advertise ROCTAPUS prior to and during its dissemination. The methods included sending letters to schools, regular press releases to State and local newspapers, providing radio stations with promotional materials, and a press conference involving the Minister for Education. The purpose of this advertising was to increase awareness of the program both in schools (to increase its use) and in the community (so that assistance and co-operation would be more easily obtained during production).

Communication Between the Production Team and Schools

Continuous two-way communication was considered to be an important aspect of the program. This was achieved through a variety of different ways. Through a pamphlet entitled 'Coming Soon on ROCTAPUS' teachers were notified of the titles and synopses of stories a week prior to the arrival of each program. This enabled teachers to plan for activities which would tie in with ROCTAPUS segments. The audience was encouraged to suggest story ideas and give feedback about the program both by mail or by personal discussion with the production crew during their visits to schools. A large amount of mail was received by the ROCTAPUS team (approximately 500 items a year). This included letters and drawings from pupils. (See examples of this throughout this Report). In this way, ROCTAPUS provided a good opportunity for pupils to practise letter writing and artistic skills within a meaningful framework.

Virtually all of the mail received expressed positive viewpoints. In the majority of cases, letters contained praise for ROCTAPUS, greetings to the ROCTAPUS team, suggestions for future ROCTAPUS programs or some combination of these. Each item of mail received an individual response from the team. ROCTAPUS competitions were held at various times (e.g. a quiz, a photographic competition, write-in competitions).

In addition to the magazine segments in ROCTAPUS, there were certain regular features designed to promote a feeling of belonging amongst the audience. For example, 'Roctaround' was a segment which documented the movements of the production team in the area and aimed at providing a more personal link; and in the letters segment, the ROCTAPUS team responded to the feedback received from students.

> 'An important aspect of the ROCTAPUS concept was that it should be able to respond to feedback from communities in ways other than the production of further television segments. If a particular segment evoked an audience response the follow-up may mean putting the community in contact with a source of further information or sponsoring and conducting some particular activity in the community itself. In the particular case of establishing a circuit for bicycle motocross we were able to provide a source for further information whereas in the case of windsurfing we sponsored and conducted classes using qualified instructors at the local dams' (Gilbert).

In some cases, the school or community set up a facility in their area after viewing a certain ROCTAPUS segment. In one case a segment on skateboarding stimulated the community to build a skateboard track for the children, while in another case, a school commenced a hydroponics program after viewing a segment on the topic.

Another intention of the producers was to allow pupils to participate in the production of segments where they had suggested the story. It was anticipated that the pupils appear in the segment presenting the material, and later be present in the studio in Brisbane when that segment was edited, combined with others into a program and reproduced. This way pupils would gain an increased understanding of the medium itself as well as using it to convey something to others. However, except on two occasions this sort of participation did not occur. The main reasons were the cost involved and that pupil motivation on occasions waned between the time of initial contact and the scheduled date of filming.

One important aspect of communication was the visits by the production team to the schools viewing ROCTAPUS. Because of the vast distances involved and the vigorous schedule, it was necessary to use chartered light aircraft for these visits. During the first year of production of ROCTAPUS, the production team visited about 65 per cent of the schools receiving ROCTAPUS. In 1979, about 60 per cent of the schools were visited. These visits were considered essential both for the production of certain segments and to establish the two-way communication system. Because of rising production costs and the decreased need for visiting once the program had become established, visits to schools were much less frequent during 1980.

Supply and Service of Equipment

Prior to distribution of ROCTAPUS, each of the PCAP schools, with the exception of the few that already had appropriate equipment, was supplied with the videotape equipment necessary to screen the ROCTAPUS tapes. In addition, production equipment was required for the ROCTAPUS team. The total capital outlay on equipment was $290 000. However, the cost in subsequent years of replacing and updating equipment was only a small fraction of this amount.

Two full-time technical maintenance officers are employed to maintain and repair the videotape and other equipment in PCAP schools. Where possible, this work is done at the school, but in some cases, equipment is taken away for more extensive repairs. The efficiency of the technical maintenance service is very important to the success of ROCTAPUS since extensive downtime on the videotape equipment would severely limit the use of ROCTAPUS. Thus, it can be seen that in the operation of ROCTAPUS, the need for adequate supply and service of equipment has been quite adequately fulfilled. The manner in which the maintenance need was fulfilled (through the use of itinerant technical maintenance officers) was considered to be justified because of the lack of adequate repair facilities in local centres, because of the geographical isolation of the schools, and because delicate electronic equipment is easily damaged when transported.

The Remote Schools Video Scheme sponsored jointly by PCAP and the Department of Education, provides one hour per week of videotapes of ABC TV broadcasts to schools unable to receive the ABC TV broadcasts for schools. This scheme has operated for a number of years. However, participation in this scheme was limited by the availability of videotape equipment in schools. The supply of such equipment to PCAP schools to enable the viewing of ROCTAPUS, also enabled many more schools without ABC TV reception to join the Remote Schools Video Scheme. (These ABC TV broadcasts have been evaluated by the Research Branch of the Department of Education, Queensland, 1980.) Given that only duplication and distribution of the tapes are required, the extra cost of this further service is comparatively small.

Costs

The decision to produce the ROCTAPUS series was taken during 1977 and the first taped programs were supplied to schools during 1978. PCAP records show that the capital cost of establishing the project in the South-West and Central Priority Areas was approximately $290 000. This included an expenditure of $127 000 on production equipment and $163 000 on viewing equipment for schools. Extension of the ROCTAPUS services into the North-West Priority Country Area during 1980 involved a further capital expenditure of $12 000, mainly on viewing equipment for schools. This capital expenditure on schools represented the cost of ensuring that all schools in PCAP areas had the necessary equipment to make full use of ROCTAPUS tapes.

PCAP records showed a total expenditure of $598 000 on the ROCTAPUS project up to 31 December 1979. If the initial capital cost of $290 000 is subtracted from this total, then a sum of $308 000 remains as the cost of producing and distributing the series to schools. During this same period, 34 programs were produced and delivered to over 80 schools with a total enrolment slightly in excess of 12 000 pupils. From these figures an approximate per capita cost of 75 cents per pupil per program can be derived. It appears, however, from the data presented in Chapter 5 that the program is generally viewed by no more than 80 per cent of the total school population. If this factor is taken into account then the per capita cost per viewing pupil rises to almost $1 a program.

A further complication relating to per capita costs arises from the fact that the teacher-producers of ROCTAPUS were employees of the Education Department and so the PCAP figures do not include their salaries. Other hidden costs included the use of an Education Department vehicle, the use of studio facilities at Production Services Branch, and some assistance from other Departmental staff. However, these hidden additions to production costs would be partially offset by the inclusion in the PCAP figures of the salaries of two technicians, who devoted a substantial proportion of their time to the Remote Schools Video Scheme as opposed to ROCTAPUS. Thus any adjustment per capita costs which attempted to take into account these hidden items would certainly produce a figure in excess of $1 per program prior to 1980, but more precise calculation appears impracticable.

To give some indication of the breakdown of recurrent costs, as well as to illustrate the problem of escalation, the relevant details for the financial year 1979/80 are presented below:

	$
Equipment (general)	21 997
Materials (general)	12 596
Services/Incidentals – miscellaneous	1 590
Travel expenses (non-production activities)	923
Technician's salaries	31 555
Production materials (film cassettes, magnetic tapes)	18 802
Production expenses (hire of staff, travel, and related services)	136 732
School requirements (videotapes)	10 360
TOTAL	$234 555

It will be noted that the major item of expenditure ($136 732) referred to the hire of production staff and fees for production related services. The importance of maintaining the highest standards in producing educational television is well documented (Perrin) and the hire of professional production staff with appropriate media experience and expertise was recognised as essential to that end. Although many of these professional people existed within the staff of Production Services, additional staff were required for two reasons. Firstly, the Production Services Branch had an ongoing commitment to support the development and production of curriculum related materials. Secondly, the style of ROCTAPUS required additional specialists such as a television journalist.

Further analysis of the financial records suggested that approximately 75 per cent of recurrent costs related to production. Since production costs are relatively unaffected by audience size, it follows that cost-effectiveness would improve rapidly as the number of participating schools increased. This idea agrees with Perrin as explained earlier. Thus the appropriateness of the PCAP policy of extending ROCTAPUS into each priority area, following declaration, becomes apparent.

In regard to cost escalation, a simple calculation based upon the figures presented above reveals that, whereas the average cost of producing and distributing each ROCTAPUS program during the first two years of operations was about $9000, this rose to $13 000 during the 1979/1980 financial year. Concern on the part of the State Committee to contain these rising costs resulted in the production changes introduced during 1980 and 1981, and in the discontinuation of the program at the end of the 1981 school year.

In this connection it may be noted that a commercial market appears to exist for programs with the interest level and quality of ROCTAPUS. Existence of such a market indicates the possibility of recouping a substantial proportion of production costs in situations where there are no problems relating to the release of such materials for commercial use.

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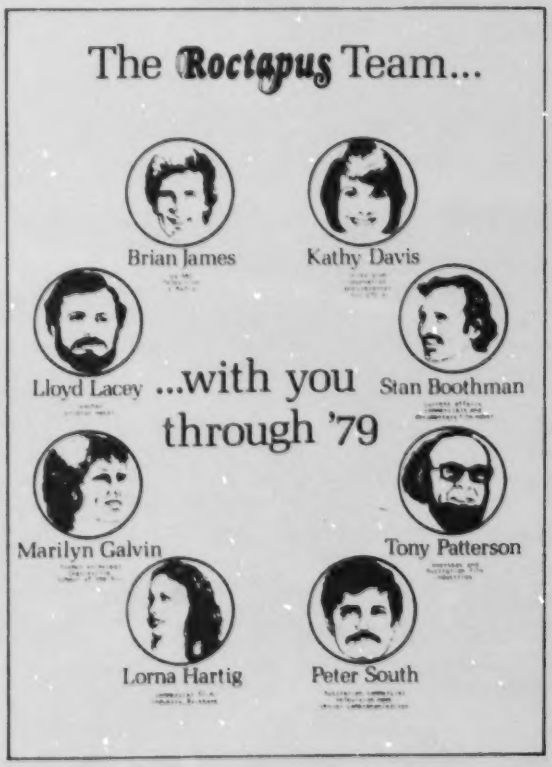
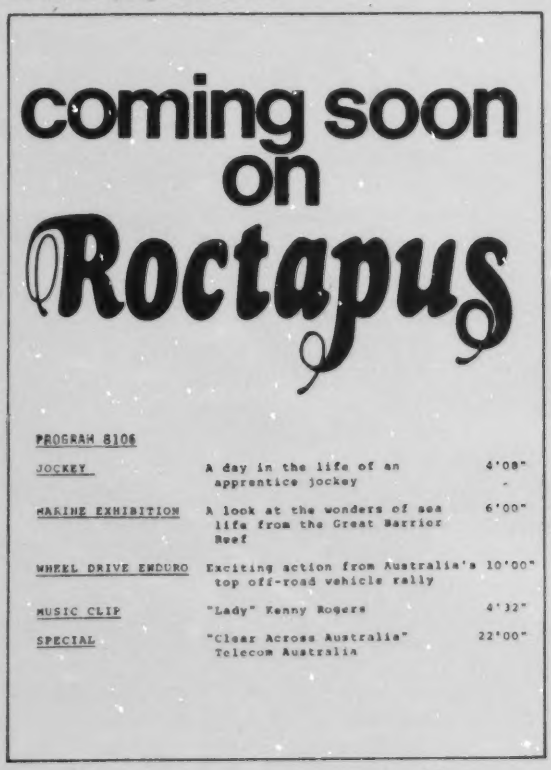
Finally, reference has previously been made to the role of the technical maintenance officers as a support service. Clearly, if schools are to make maximum use of any television series their TV equipment must be maintained in good working order (Faunce). It follows that any discussion of the overall cost of ROCTAPUS which failed to consider the cost of the technical maintenance service would be incomplete. Nevertheless, it is important to realise that the technical maintenance officers serviced a wide range of school equipment in addition to TV sets and monitors and that even the use of TV equipment was not limited to the viewing of ROCTAPUS tapes. Consequently, any attempt to apportion the costs of the service between ROCTAPUS and non-ROCTAPUS elements would be extremely hard to justify. With these reservations in mind, it may be noted that the total cost of the technical maintenance service during 1979/80 was $43 134.

In conclusion, it should be noted that ROCTAPUS was the most expensive single PCAP initiative in terms of total overall costs. Thus, during 1979/80, the annual cost of the series was approaching 20 per cent of the total PCAP budget. In reaching its decisions to curtail and eventually to discontinue production of the ROCTAPUS series, it appears that the PCAP State Committee may have been more influenced by this factor than by any question of cost-effectiveness. If this interpretation is correct, it has clear implications for other high-cost projects either in PCAP or in other programs which operate on relatively limited annual budgets.

Pamphlet showing members of the production team.



Pamphlet notifying schools of program details a week before the program's arrival.



CHAPTER 4

METHODOLOGY OF THE SURVEYS

Data Source

Data was collected using two questionnaires which were sent to all schools in each Priority Country Area towards the end of 1980. That is, primary schools, primary schools with secondary departments, and secondary schools both State and non-State were included. The first questionnaire was to be completed by the principal whereas the second survey was meant to reflect the collective opinion of the school staff. Copies of the first and second questionnaires are included in Appendix B and Appendix C respectively.

It was decided during the data collation phase of the study to sub-divide the primary schools into 'smaller' schools and 'larger' schools so that additional inferences could be made. Two alternative criteria for sub-dividing the schools were considered. Firstly, one-teacher schools were considered separately from primary schools with more than one teacher as it was thought that the organisational differences involved may affect the pattern of ROCTAPUS viewing. Secondly, primary schools with enrolments of 100 or less were separated from those with more than 100 pupils because this is the cut-off point generally accepted in Queensland when small schools are described and this criterion was to be used in a proposed subsequent study*. When the data was examined, it was found that the second criterion for categorising schools resulted in a more effective contrast being drawn between smaller primary schools and larger ones. In this study, schools with an enrolment of 100 pupils or less (smaller schools) are contrasted with those with more than 100 pupils (larger schools).

Response Rates

Table 4 shows the response rate for each group of schools and the overall response rate for both surveys. Each category of school had a high response rate for the first survey. These response rates ranged from 86 per cent to 95 per cent, with the overall response rate being 91 per cent. Since the schools who did not respond are distributed roughly proportionally over the various categories, it can be assumed that where results of categories are combined, the data gives a balanced representation of this larger category of school.

TABLE 4: RESPONSE RATES FOR BOTH SURVEYS

	Primary schools			Primary/ Secondary schools	Secondary schools	All schools
	Enrolment ⩽ 100	Enrolment > 100	All			
Total number of PCAP schools (August 1980)	61	19	80	15*	7	102
Schools responding to 1st survey No.	56	18	74	13	6	93
Schools responding to 1st survey %	92%	95%	93%	87%	86%	91%
Schools responding to 2nd survey No.	47	7	54	7	3	64
Schools responding to 2nd survey %	77%	37%	68%	47%	43%	63%

* Although Quilpie State School is officially a small primary school, it has been treated as a primary school with a secondary department for the purposes of this study. This is because the school's responses to the surveys included information on secondary correspondence pupils attached to the school.

* A study of the impact of PCAP on small schools is being planned. In this subsequent study, only schools with 100 or fewer pupils will be included. If the same cut-off points are used in both studies, readers of the subsequent study can be referred to the present study for detailed information on ROCTAPUS in small schools instead of duplicating the information.

In contrast, the pattern of schools responding to the second survey is quite different. Although the overall response rate for the second survey is moderately high (63 per cent), the proportion of schools responding within each category of school varies markedly, ranging from 37 per cent to 77 per cent. Closer examination of the pattern of responses revealed that the response rate decreased as the school size increased. It would appear that some factor related (either directly or indirectly) to school size may have been operating. This second questionnaire was meant to reflect the overall view of the school staff. One possible explanation for the decreasing response rate with increasing school size could be that arranging a suitable time to discuss the questionnaire and subsequently achieving a consensus view became more difficult as the school size (and hence the number of staff involved) increased.

Whatever the reason for the uneven response rate, there are important implications for interpretation of the data. Firstly, the data may not be a true reflection of opinion in a category with a poor response rate. Thus, findings relating to the categories with poor response rates, that is, larger primary schools, primary schools with secondary departments, and secondary schools – should be treated cautiously. Only the findings relating to the category with a good response rate – smaller primary schools – can be treated as reliable.

Secondly, it is therefore undesirable to combine the results of categories to give an overall result. Not only is the composite unreliable because one of its components is unreliable, but also the composite is unbalanced and tends to be influenced too much by the category with the better response rate. Consequently, the results for the various sub-groups will be presented separately for the second survey.

Data Collation

The data was tallied and cross tabulated where appropriate. Separate tallies were produced for each of the four subgroups of schools – smaller primary schools, larger primary schools, primary schools with secondary departments, and secondary schools. For the first survey, the stability of the data enabled sub-totals for primary schools and overall totals for all schools to be meaningfully produced. However the instability of the data for the second survey did not enable this to be done.

Issues Covered

The first survey involved a broad overview of the use of ROCTAPUS and its perceived value, and an assessment of the quality of the reception of the ABC television broadcasts for schools. The second survey sought more specific information about the use and value of ROCTAPUS as a whole and then probed reactions to particular segments of the ROCTAPUS programs produced during 1980.

Limitations

In both surveys, the same information was collected from primary schools, primary schools with secondary departments, and secondary schools. The data from primary schools with secondary departments relates to a mixture of primary and secondary pupils as it is meant to reflect the whole school's use and appreciation of ROCTAPUS. Thus, it is not possible to compare primary pupils in schools with secondary departments with those in primary schools except on one question for which separate data was collected for primary and secondary pupils. Similarly, it is not possible to compare secondary students in schools with secondary departments with those in secondary schools. Because of this difficulty, it would have been more appropriate to have asked primary schools with secondary departments to provide separate information for their primary pupils and their secondary pupils.

Another limitation of the data gathering process concerned subsequent changes in the format of ROCTAPUS. ROCTAPUS was still being produced in the same format as previously when the data for this study was being collected during 1980. However, production of new ROCTAPUS material ceased at the end of 1980, and the 1981 ROCTAPUS programs were composed of segments produced for previous programs and materials from outside sources. Although this change occurred after the collection of data for this study, concern had previously

been expressed by the State PCAP committee regarding the increasing cost of ROCTAPUS. It is possible that this concern and the related discussion of ways of containing costs may have filtered down to the users of ROCTAPUS. Thus it is possible that apprehensions about the future of ROCTAPUS may have influenced respondents to express more positive perceptions than they otherwise would have.

ROCTAPUS hostess, Kathy Davis, points out to journalist, Brian James, the places she will visit on her trip to schools.

CHAPTER 5

FINDINGS: FIRST SURVEY

In the first survey, principals were asked for information giving a broad overview of the use of ROCTAPUS and its perceived value, and an assessment of the quality of the reception of ABC television broadcasts for schools.

Number of Pupils in Each Type of School

For the schools responding to the first survey, the total number of students enrolled in primary schools, primary schools with secondary departments, and secondary schools is shown in Table 5. The smaller primary schools (those with an enrolment of 100 or less) and the larger primary schools (those with an enrolment of more than 100) are compared in Table 6.

TABLE 5: NUMBER OF PUPILS IN RESPONDING SCHOOLS

	Primary schools	Primary/ secondary schools	Secondary schools	All schools
Number of schools which responded	74 (80%)*	13 (14%)	6 (6%)	93 (100%)
Number of pupils in responding schools	7873 (60%)	3323 (25%)	2020 (15%)	13 216 (100%)

* These percentages compare the schools responding in each category with the total number of schools responding.

TABLE 6: COMPARISON OF SMALL AND LARGER PRIMARY SCHOOLS

	Primary Schools	
	Enrolment ≤100	Enrolment >100
Number of schools which responded	56 (76%)*	18 (24%)
Number of pupils in responding schools	2217 (28%)	5656 (72%)

* These percentages compare the schools responding in each category with the total number of primary schools responding.

The majority (80 per cent) of schools in this survey are primary schools and these contain the majority (60 per cent) of pupils. However, there is a marked contrast between the smaller primary schools and the larger primary schools. Whereas 76 per cent of the primary schools in the survey are small, these account for only 28 per cent of the pupils in primary schools.

The data from the two surveys are reported in terms of the number of schools involved in each of the different categories. Thus, it should be remembered when interpreting the data that the proportion of pupils affected is quite different from the proportion of schools involved.

Schools Showing ROCTAPUS to all Pupils

TABLE 7: SCHOOLS IN WHICH ALL CLASSES VIEW ROCTAPUS

Is ROCTAPUS viewed by all classes in school?	Primary Schools			Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100	All		
YES	49 (88%)	9 (50%)	58 (78%)	9 (69%)	2 (33%)
NO	7 (12%)	9 (50%)	16 (22%)	4 (31%)	4 (67%)
Total number of schools	56	18	74	13	6

ROCTAPUS is shown to all classes in the majority of primary schools (78 per cent) and in the majority of primary schools with secondary departments (69 per cent) (see Table 7). Of the 16 primary schools and four primary schools with secondary departments not showing ROCTAPUS to all classes, 17 were of the opinion that the content and/or level of ROCTAPUS was confined to the upper year levels.

However, different views were expressed within these 17 schools on the year levels for which ROCTAPUS was appropriate – the majority (10) suggesting Year 3 and above, five suggesting Year 4 and above, and two suggesting Year 5 and above. The smaller primary schools showed ROCTAPUS to all classes to a much greater extent than did the larger primary schools (88 per cent compared with 50 per cent).

ROCTAPUS is generally not shown to all classes in most (four of the six) secondary schools. Reasons given for this were that ROCTAPUS material was not related to the syllabus, some programs were of limited interest to secondary students, and there was insufficient time for all classes to view ROCTAPUS in the fortnight.

Comparison of Actual and Target Audiences

According to the statement prepared by the ROCTAPUS production team on its purposes (see Appendix C), ROCTAPUS is aimed at 10- to 16-year-olds. But how does the target audience compare with the actual audience? Table 8 and Table 9 show the number of primary and secondary pupils respectively who view ROCTAPUS. This information is also expressed as a percentage of those in the schools to which ROCTAPUS is sent. These percentages are presented graphically in Figure 2.

The target audience is 10- to 16-year-olds (Year 5 to Year 10). While ROCTAPUS is shown to all Year 5, 6 and 7 pupils in the schools that receive the program, this is not the case for Years 8, 9 and 10.

TABLE 8: NUMBER OF PRIMARY PUPILS WHO VIEW ROCTAPUS AT EACH YEAR LEVEL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total primary
Number of primary pupils viewing ROCTAPUS*	756	760	1222	1553	1444	1303	1247	8285
Total number of primary pupils	1495	1502	1378	1581	1444	1303	1247	9950
Percentage who view ROCTAPUS	51%	51%	87%	98%	100%	100%	100%	83%

* This data refers only to schools responding to the first survey (which was about 90 per cent of each type of school). Thus, the number of pupils involved in all PCAP schools should be about 10 per cent higher in each case, and the percentage viewing ROCTAPUS should remain constant.

TABLE 9: NUMBER OF SECONDARY PUPILS WHO VIEW ROCTAPUS IN YEARS 8, 9 AND 10‡

	Year 8	Year 9	Year 10	Total Years 8, 9 and 10
Number of lower secondary pupils viewing ROCTAPUS*	509 to 620**	470 to 576	446 to 537	1425 to 1733
Total number of lower secondary pupils*	892	853	769	2514
Percentage who view ROCTAPUS	57% to 70%	55% to 68%	58% to 70%	57% to 69%

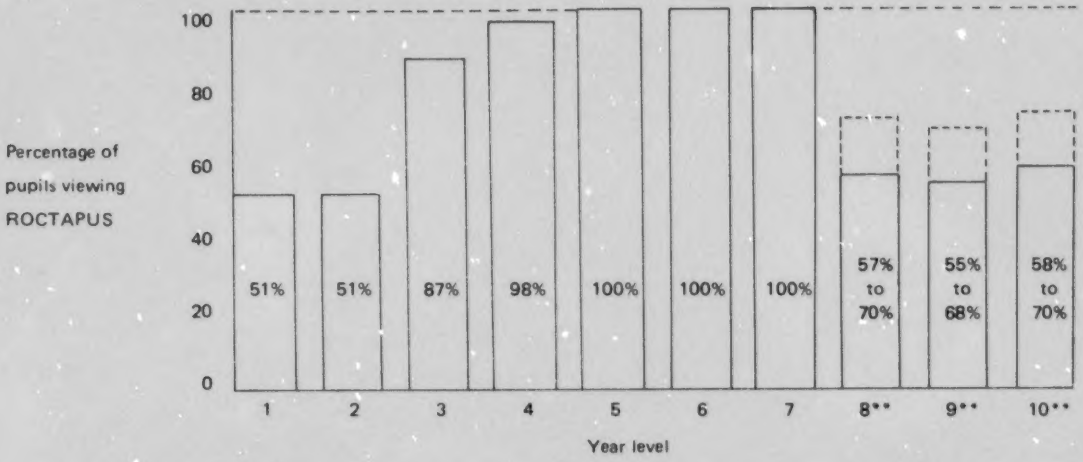
‡ Years 11 and 12 were not included as the data were incomplete

* See comment Table 8.

** Numbers could not be determined specifically in some schools. Upper and lower limits could be obtained. Ranges are presented here rather than precise figures.

FIGURE 2: PERCENTAGE OF PUPILS WHO VIEW ROCTAPUS AT EACH YEAR LEVEL‡**

(** and ‡ – see comments Table 9)



Upper and lower limits on the actual secondary pupil audience were available even though precise audience sizes were not obtained*. These figures indicated that ROCTAPUS was viewed by a minimum of 55 per cent and a maximum of 70 per cent of the secondary pupils. In contrast, the program was viewed by 98 per cent of the Year 4 pupils and 87 per cent of the Year 3 pupils. Year 3 and 4 pupils actually constitute a greater proportion of the audience than do the secondary pupils even though the majority of secondary pupils view ROCTAPUS. Although about half of the Year 1 and 2 pupils view ROCTAPUS, respondents indicated that often these pupils were only shown selected segments of the program. Thus, Year 1 and 2 pupils in effect constitute a fairly small proportion of the regular ROCTAPUS audience.

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* While most schools provide precise information on the regular viewing audience of ROCTAPUS, some schools only indicated that some pupils in Years 8, 9 and 10 regularly viewed ROCTAPUS. The minimum audience size for a particular year level was obtained by using the information from the former group of schools and assuming that no pupils of that year level in the latter group of schools viewed ROCTAPUS. The maximum audience size for a particular year level was obtained by assuming that all pupils of that year level in the latter group of schools viewed ROCTAPUS. Clearly, the actual viewing audience lay somewhere between these two bounds.

Broadly speaking then, the actual audience of ROCTAPUS consists of pupils from Year 3 to Year 10 (8- to 16-year-olds). ROCTAPUS is viewed by virtually all of the 9- to 12-year-olds. The 8-year-olds have a proportionally higher frequency of viewing ROCTAPUS than do the 13- to 16-year-olds. That is, the actual audience of ROCTAPUS covers a wider age range than does the target audience, with the actual audience being younger on the average than is the target audience. Thus, to some extent there is a mismatch between the aim and what has actually occurred. However, far from being a criticism of the program, this probably indicates that it was so useful for the middle age range that teachers attempted to use it as well for pupils for whom it was not intended. This presents a problem with regard to planning future closed-circuit TV programs. It is probably not possible to produce material which is appropriate to all pupils from Year 3 to Year 10 even though it has been established that there is a ready audience in this wide age range. Thus, when future series are being planned, the usefulness of producing two programs, one for Years 3 to 7 and another for Years 8 to 10, should be explored.

When ROCTAPUS is shown to Pupils

TABLE 10: WHEN* ROCTAPUS IS SHOWN TO PRIMARY PUPILS

(* More than one response was allowed)

When is ROCTAPUS shown?	Primary schools			Primary/ Secondary schools	All schools with primary schools
	Enrolment ⩽100	Enrolment >100	All		
General lesson periods	55 (98%)	18 (100%)	73 (99%)	13 (100%)	86 (99%)
Lunch	19 (34%)	6 (33%)	25 (34%)	5 (38%)	30 (34%)
Other	4 (7%)	2 (11%)	6 (8%)	2 (15%)	3 (9%)
Total number of schools	56	18	74	13	87

TABLE 11: WHEN* ROCTAPUS IS SHOWN TO SECONDARY STUDENTS

(* More than one response was allowed)

When is ROCTAPUS shown?	Primary/ Secondary schools	Secondary schools	All schools with secondary students
General lesson periods	12 (92%)	4 (67%)	16 (84%)
Lunch	4 (31%)	4 (67%)	8 (42%)
Pastoral care	2 (15%)	1 (17%)	3 (16%)
Other	1 (8%)	0 (0%)	1 (5%)
Total number of schools	13	6	19

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Schools were asked to indicate when ROCTAPUS was shown. The options given were: during lesson time, at lunch time, at pastoral care time (in the case of secondary students only) or at some other time. Primary schools with secondary departments gave separate answers for their primary pupils and their secondary students.

ROCTAPUS was shown to primary pupils during lesson periods in almost all cases (99 per cent) (see Table 10). The only school not showing ROCTAPUS in class time screened the program after school. Thirty-four per cent of the schools with primary pupils showed ROCTAPUS at lunch time as well as in lesson time, while 49 per cent showed ROCTAPUS at some other time as well as in lesson time. The other screening times specified were: after school (five schools), before school (one), and at week-ends for boarders (one). With only one exception, screenings outside lesson times were repeats of previous screenings. The pattern of screening times for ROCTAPUS in each of the sub-groups of schools with primary pupils (schools with secondary departments, smaller primary schools and larger primary schools) was similar to that for the whole group.

Comparison of Tables 10 and 11 indicates that the pattern of ROCTAPUS viewing in secondary schools varied quite markedly from that in primary schools. Although four of the six secondary schools showed ROCTAPUS in general lesson time, only two of these showed ROCTAPUS to all of their students. Another two schools showed ROCTAPUS in lesson time to certain classes only. The remaining two schools and one school with limited screening in lesson times screened ROCTAPUS at lunchtime for interested pupils. Only one school showed ROCTAPUS in pastoral care time. That is, for about half of the secondary school students, viewing ROCTAPUS was optional. In general, the pattern of ROCTAPUS viewing times of students in secondary departments was very similar to the pattern of viewing times of primary pupils in the school to which the secondary department was attached. The only obvious exception to this was a case where ROCTAPUS was shown to primary pupils but not to secondary students due to the perceived difficulty of sharing equipment. ROCTAPUS was shown to secondary students in pastoral care time in two secondary departments.

TABLE 12: FREQUENCY OF ROCTAPUS VIEWING BY P & C OR MEMBERS OF THE COMMUNITY

Frequency	Primary schools			Primary/ Secondary schools	Secondary schools	All schools
	Enrolment ≤100	Enrolment >100	All			
Regularly	2	0	2	1	0	3 (3%)
Frequently	5	0	5	0	0	5 (5%)
Occasionally	36	11	47	7	2	56 (62%)
Never	11	7	18	5	4	27 (30%)
Total number of schools	54*	18	72	13	6	91*

* Two smaller primary schools did not answer.

Viewing by P & C or Members of the Community

Table 12 shows that very few schools show ROCTAPUS to parents and community members on a regular (3 per cent) or frequent (5 per cent) basis. The majority of schools (62 per cent) show ROCTAPUS occasionally to parents and members of the community, while the remaining schools (30 per cent) never screen ROCTAPUS for such groups. Thus, it appears that the screening of ROCTAPUS is largely restricted to school pupils rather than being used by the community as a whole. This does not necessarily mean that parents and community members

are uninterested in ROCTAPUS. It could quite easily be that, in many cases, parents do not know it is available to them and the schools do not see the screening of ROCTAPUS to adults as their role. Further investigation would be necessary before a judgment could be made about whether the community would like greater access to such programs.

Adequacy of Reception of ABC TV Broadcasts

Almost one third of the PCAP schools never have adequate reception of ABC TV broadcasts (see Table 13). These are 26 smaller primary schools and two primary schools with secondary departments. Twelve per cent of the schools have adequate reception of the ABC only some of the time. Again these are mainly smaller primary schools. The majority of schools (58 per cent) have adequate reception of the ABC most or all of the time.

TABLE 13: FREQUENCY OF ADEQUATE RECEPTION OF ABC TV BROADCASTS

How often is the quality of reception of ABC TV broadcasts adequate?	Primary schools			Primary/ Secondary schools	Secondary schools	All schools
	Enrolment ≤100	Enrolment >100	All			
All of the time	11 (20%)	9 (53%)	20 (27%)	5 (38%)	5 (83%)	30 (33%)
Most of the time	11 (20%)	7 (41%)	18 (25%)	5 (38%)	0 (0%)	23 (25%)
Some of the time	8 (16%)	1 (6%)	9 (12%)	1 (8%)	1 (17%)	11 (12%)
Never	26 (45%)	0 (0%)	26 (36%)	2 (15%)	0 (0%)	28 (30%)
Total number of schools	56	17*	73	13	6	92*

* One larger primary school did not answer.

Contribution to the Children's Educational Experience

Schools were asked to rate the value of ROCTAPUS as a contribution to the children's educational experience. Ratings were on a 6-point scale with 0 representing that ROCTAPUS was not important and 5 representing that it was very important. The ratings given by all schools are presented in Table 14 along with certain summary statistics.

Both primary schools and primary schools with secondary departments rated ROCTAPUS' contribution very highly. The average ratings were 4.23 and 4.36 respectively, and for both groups, the rating given most frequently was 5. Relatively few primary schools (16 per cent) or primary schools with secondary departments (18 per cent) rated ROCTAPUS' value as less than 4. There are some differences between the ratings given by the smaller primary schools and those given by the larger ones. While the smaller schools' ratings have a higher mean and mode, the range of ratings in the larger schools is narrower with proportionally fewer schools not giving high ratings (11 per cent compared with 18 per cent). However, such differences are of negligible importance in view of the predominantly high ratings given by all schools with primary pupils.

Another indication of the value placed on ROCTAPUS is that a number of schools spontaneously indicated that the current year's programs were repeated although they were not asked if this was done. Other schools commented on the children's enthusiastic response to ROCTAPUS, while others praised the high quality of the tapes. The few limitations of the value of ROCTAPUS that were mentioned were mostly related to the age for which it was suitable.

TABLE 14: VALUE OF ROCTAPUS' CONTRIBUTION TO THE CHILDREN'S EDUCATIONAL EXPERIENCE

			Primary schools				
			Enrolment ≤100	Enrolment >100	All	Primary/ Secondary schools	Secondary schools
Value of ROCTAPUS	Very Important	5	27	5	32	6	0
		4	19	11	30	3	3
		3	8	2	10	2	2
		2	1	0	1	0	0
		1	1	0	1	0	1
	Not Important	0	0	0	0	0	0
Total number of schools			56	18	74	11*	6
Average rating			4.25	4.17	4.23	4.36	3.17
Modal rating			5	4	5	5	4
Percentage of schools rating ROCTAPUS 4 or 5			82%	89%	84%	82%	50%

* One primary school with a secondary department did not answer, while another gave separate answers for primary (rating 5) and secondary (rating 1).

For secondary schools, the mean rating of ROCTAPUS' value was 3.17 and the modal rating was 4. Thus, secondary schools considered ROCTAPUS to be a fairly valuable contribution to the educational experience of their students, although this was considerably less than its contribution to primary schools and primary schools with secondary departments.

Further, 50 per cent of the secondary schools rated ROCTAPUS' value as lower than 4 while relatively few schools with primary pupils did so. The comments offered by secondary schools referred both to some aspects of ROCTAPUS perceived as being positive – its value as a stimulus, and the enthusiastic response of students – and to some aspects perceived as being negative – its focus on the primary level and that it was not related to the syllabus.

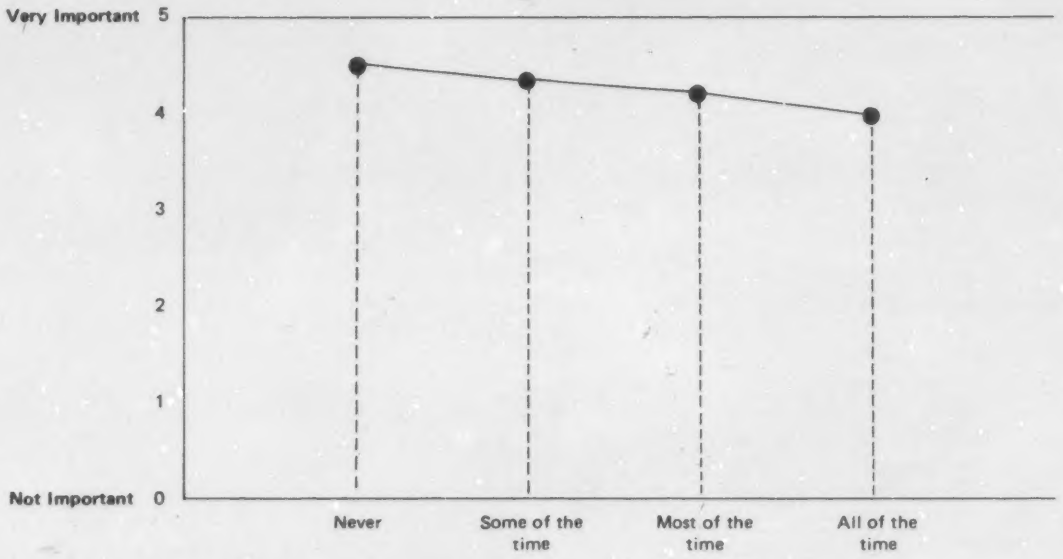
Overall, the pattern is one of considerable value being placed on ROCTAPUS by all schools although to a lesser extent in the secondary schools. The value placed on ROCTAPUS and the adequacy of the reception of ABC TV broadcasts were cross-tabulated in an attempt to determine if there was a relationship between these two variables. This information is contained in Table 15 along with certain summary statistics. It can be seen that the average value placed on ROCTAPUS was very high regardless of how adequate the reception of ABC TV broadcasts were. However, there is a distinct linear relationship between these variables with the value placed on ROCTAPUS increasing as ABC TV reception becomes poorer (see Figure 3).

The high value placed on ROCTAPUS in areas with adequate TV reception all or most of the time clearly indicates that its usefulness is not merely restricted to areas where normal TV reception is limited. Again, the point to emphasise is that ROCTAPUS is highly valued in all areas. However, it is not known why ROCTAPUS is considered so valuable. It could be because of its own intrinsic value or because it can be shown at a convenient time which is an advantage that the ABC TV broadcasts do not have because of their fixed broadcast times.

TABLE 15: VALUE OF ROCTAPUS BY THE ADEQUACY OF RECEPTION OF ABC TV BROADCASTS

			Frequency of adequate ABC TV broadcasts				
			Never	Some of the time	Most of the time	All of the time	Total number of schools
Value of ROCTAPUS	Very Important	5	17	4	8	9	38
		4	5	6	10	14	35
		3	5	1	4	4	14
		2	1	0	0	0	1
		1	0	0	0	2	2
	Not Important	0	0	0	0	0	0
Total number of schools			28	11	22	29	90*
Average rating			4.36	4.27	4.18	3.97	
Modal rating			5	4	4	4	
Percentage of schools rating ROCTAPUS 4 or 5			79%	91%	82%	79%	

FIGURE 3: RELATIONSHIP BETWEEN THE VALUE PLACED ON ROCTAPUS AND THE FREQUENCY OF ADEQUATE RECEPTION OF ABC TV BROADCASTS



As mentioned earlier, ROCTAPUS is viewed in lesson time by secondary students to a greater extent in secondary departments (92 per cent) than in secondary schools (67 per cent). It could be that the administrative processes or policies involved with the screening of ROCTAPUS for primary students carry over to secondary students in schools with secondary departments, or it could be that the secondary departments place more value on ROCTAPUS for their secondary students for some reason than do the secondary schools. However, no separate information was gathered regarding the value of ROCTAPUS for primary pupils and for secondary students in schools with secondary departments, and schools were not asked about their administrative procedures. Thus, it is not possible to determine the reason for the higher rate of screening of ROCTAPUS for secondary students in secondary departments.

FINDINGS: SECOND SURVEY

The second survey sought more specific information about the use and value of ROCTAPUS as a whole and then probed reactions to particular segments of the ROCTAPUS programs produced during 1980. Responses were meant to reflect the collective opinion of school staff.

For many questions in this second survey, respondents were asked to select one response from a hierarchical list. Labels were chosen in such a way that equal intervals between successive labels could be assumed. Where four hierarchical options were given, these were coded from 1 to 4 during data collection. Similarly, values from 1 to 5 were assigned where five hierarchical options were available to the respondent. The coded ratings for a question were averaged for each type of school and these averages presented in both tabular and graphic form. The actual distribution of ratings was included in cases where the mean alone would not give a sufficiently accurate indication of the situation.

The Meeting of Objectives, the Treatment of Subject Matter and Concern About Discontinuation

Schools were provided with a statement prepared by the members of the ROCTAPUS production team on the purposes of ROCTAPUS, and were then asked to assess the extent to which the series met these objectives. Figure 4 indicates that, in each of the four categories of school, the average assessment was that the objectives of ROCTAPUS were met to a great extent.

ROCTAPUS was generally considered to treat the subject matter appropriately for the target year levels to a moderate to great extent (see Figure 4).

Figure 4 indicates that respondents were greatly concerned about the possible discontinuation of ROCTAPUS. However, respondents in secondary schools were somewhat less concerned about this possibility than were respondents in the other three groups of schools (the actual mean ratings given in each type of school on these three dimensions are contained in Appendix D).

Re-use of Previous Years' Tapes

Table 16 indicates that, for each of the four categories of school, the responses regarding the extent of re-use of previous years' ROCTAPUS tapes are very spread. Simply calculating the mean amount of re-use would not reflect the true situation. For the larger primary schools, the primary schools with secondary departments, and the secondary schools, this spread together with the small number of schools in each group make it difficult to detect any trend. The results appear to be polarised for the biggest group – the smaller primary schools. Seventeen of the smaller primary schools re-use tapes to a great extent while 21 of these schools do not re-use tapes at all. Only nine small primary schools indicated limited re-use of previous years' tapes (four to a moderate extent and five to a minimal extent).

FIGURE 4: MEAN ASSESSMENTS OF ROCTAPUS IN EACH TYPE OF SCHOOL WITH REGARD TO MEETING ITS OBJECTIVES, TREATMENT OF SUBJECT MATTER, AND CONCERN ABOUT DISCONTINUATION

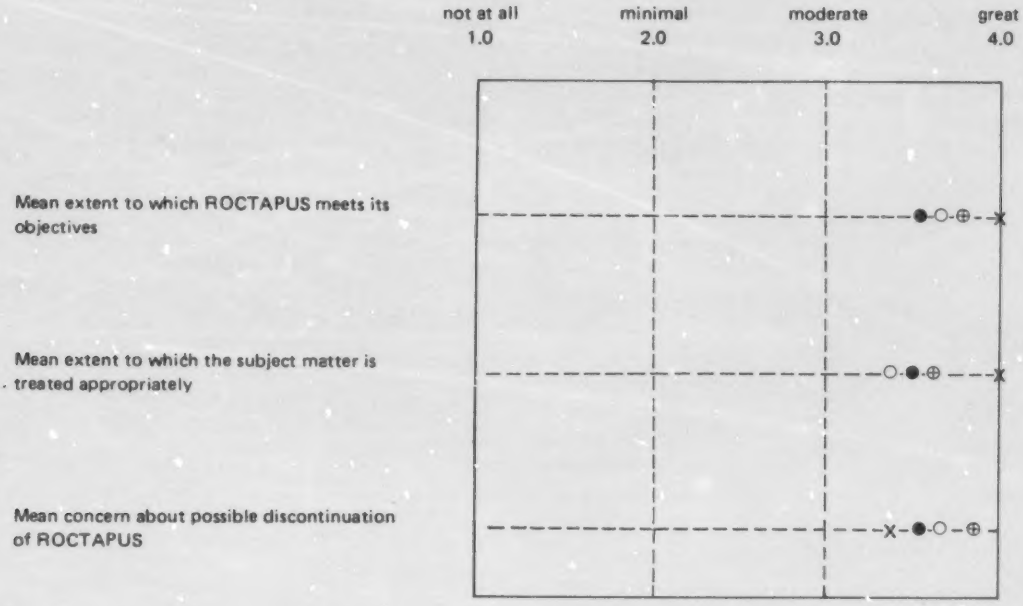


TABLE 16: EXTENT OF RE-USE IN EACH TYPE OF SCHOOL OF PREVIOUS YEARS' ROCTAPUS TAPES

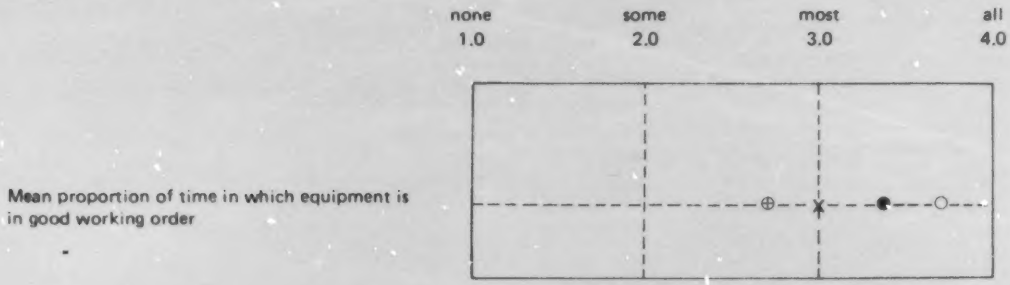
Extent of re-use of previous years' ROCTAPUS tapes	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100		
Very great	7	1	2	0
Great	10	1	1	1
Moderate	4	0	1	0
Minimal	5	1	2	0
Not at all	21	4	1	1
Total number of schools	47	7	7	2*

* One secondary school did not answer.

KEY FOR FIGURE 4

See overleaf.

FIGURE 5: MEAN PROPORTION OF TIME IN WHICH THE VIDEOTAPE EQUIPMENT IS IN GOOD WORKING ORDER IN EACH TYPE OF SCHOOL



KEY FOR FIGURES 4 AND 5

TYPE OF SCHOOL

- ● small primary school
- ○ larger primary school
- ⊕ primary school with a secondary department
- X secondary school

Working Order of Video Equipment

Table 17 indicates the proportion of time in which school video equipment is in good working order.

The videotape equipment is in good working order all of the time in the majority of smaller primary schools (28 out of 47) and the majority of larger primary schools (five out of seven). The remaining larger primary schools and most of the remaining smaller primary schools reported that their equipment was in good working order most of the time. The majority of primary schools with secondary departments (four out of seven) reported that their equipment was in good working order only some of the time. The three secondary schools indicated three different proportions of time from each other. Only one school (a small primary school) reported that its equipment was never in good working order. Thus, while the overall situation regarding the time that equipment is in good working order is very positive, a minority of schools do experience considerable difficulties in this area. The mean proportion of time in which the videotape equipment is in good working order in each type of school is presented graphically in Figure 5.

How ROCTAPUS is Used in Teaching

When asked the purposes for which they used ROCTAPUS, teachers in each of the four types of schools gave very similar answers (see Table 18). Almost all schools used ROCTAPUS to enrich and broaden students' awareness, most schools showed ROCTAPUS to pupils for general interest, while almost half of the schools used ROCTAPUS for enrichment of syllabus areas. A minority of schools used ROCTAPUS as a springboard to lead into lessons on a syllabus topic. A few schools indicated other purposes for which ROCTAPUS was used. These were: for entertainment/relaxation (four schools), during rainy sports periods (one) and because the audio-visual format provided a change in the method of lesson presentation (one).

TABLE 17: PROPORTION OF TIME IN EACH TYPE OF SCHOOL THAT THE VIDEOTAPE EQUIPMENT IS IN GOOD WORKING ORDER

Proportion of time equipment is in good working order	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100		
All	28	5	2	1
Most	13	2	1	1
Some	5	0	4	1
None	1	0	0	0
Total number of schools	47	7	7	3

TABLE 18: PURPOSES* FOR WHICH TEACHERS USE ROCTAPUS IN EACH TYPE OF SCHOOL

(* More than one response was allowed)

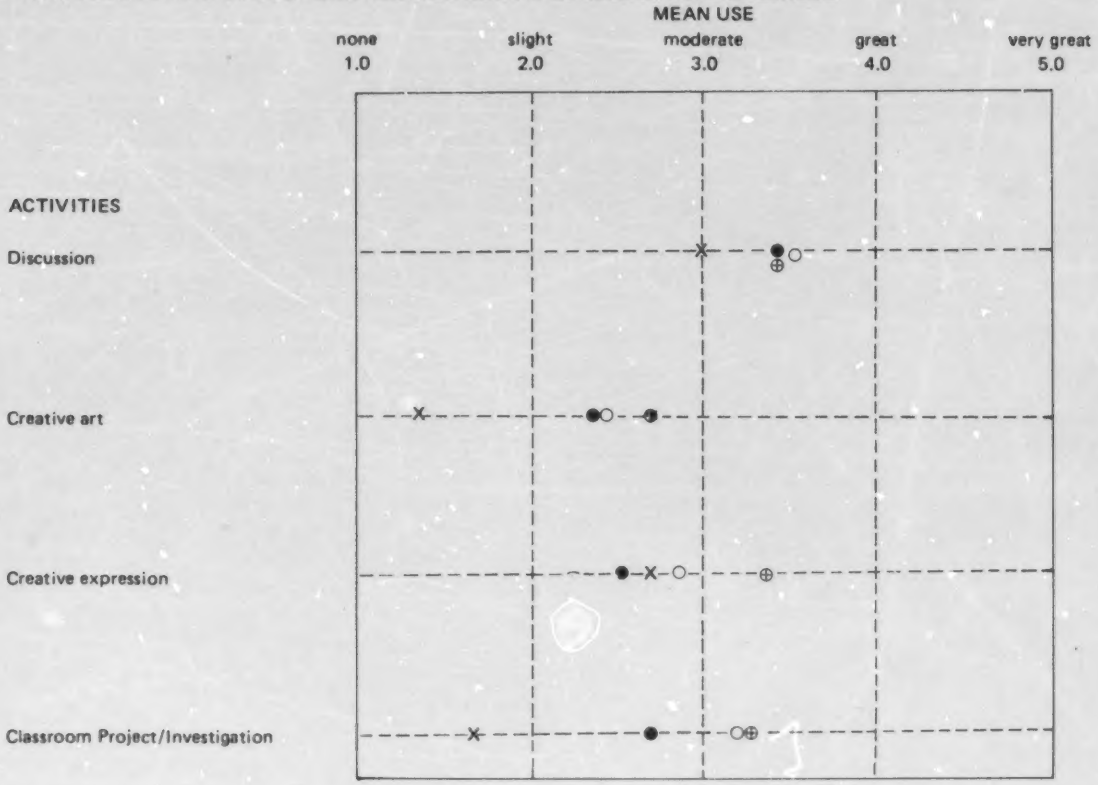
Purposes for which teachers use ROCTAPUS	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100		
Springboard leading into a syllabus topic	11 (23%)	1 (14%)	3 (43%)	0 (0%)
Enrichment of syllabus areas	23 (49%)	3 (43%)	3 (43%)	1 (33%)
To enrich and broaden students' awareness	39 (83%)	7 (100%)	7 (100%)	3 (100%)
General interest	36 (77%)	6 (86%)	6 (86%)	2 (67%)
Other	4 (9%)	0 (0%)	2 (29%)	0 (0%)
Total number of schools	47	7	7	3

Use of ROCTAPUS-Related Activities

Schools were asked to indicate whether certain activities were used in association with the viewing of ROCTAPUS and further indicate whether these activities were used leading into the ROCTAPUS program, during the program, or following up after the program. Figure 6 shows the mean use of these ROCTAPUS-related activities in each type of school, while Table 19 indicates when these activities were used in relation to the viewing of ROCTAPUS. (The actual means represented in Figure 6 are contained in Appendix E.)

Secondary schools use discussion to a moderate extent in association with ROCTAPUS while the other three groups of schools have a moderate to great amount of discussion related to ROCTAPUS. Secondary schools make virtually no use of creative art with ROCTAPUS programs while the other three types of school make slight to

FIGURE 6: MEAN USE OF ROCTAPUS-RELATED ACTIVITIES IN EACH TYPE OF SCHOOL



KEY FOR FIGURE 6

TYPE OF SCHOOL

● small primary school

○ larger primary school

⊕ primary school with a secondary department

X secondary school

moderate use of this activity. There is a moderate amount of creative expression associated with ROCTAPUS in each of the four types of school. Secondary schools' use of classroom projects and investigations related to ROCTAPUS was none to slight. However, the other three groups of schools make moderate use of this activity.

In general, moderate use was made of activities in association with the viewing of ROCTAPUS. However, ROCTAPUS-related activities were used to a smaller extent in secondary schools than they are in the other three types of school. This is to be expected in view of the findings mentioned earlier that, in comparison to the other

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groups, secondary schools used ROCTAPUS to a lesser extent (see Table 7) and placed slightly less value on the program (see Table 14).

The vast majority of schools have used ROCTAPUS-related activities as a follow-up after the program at some stage. About one-third of the schools have used such activities during the program as well, and about one-third have also used such activities as a lead-in to the program (see Table 19).

TABLE 19: WHEN* ROCTAPUS-RELATED ACTIVITIES WERE USED IN EACH TYPE OF SCHOOL

(* More than one response was allowed)

When activities were used	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100		
Before program	12 (26%)	3 (43%)	2 (29%)	0 (0%)
During program	14 (30%)	4 (57%)	2 (29%)	0 (0%)
After program	39 (83%)	6 (86%)	7 (100%)	3 (100%)
Total number of schools	47	7	7	3

Constraints on the Use of ROCTAPUS

Schools were asked to rate certain constraints with regards to the extent of their effect on the use of ROCTAPUS programs. The possible constraints investigated were: general inadequacies of the series; difficulties with access to equipment, quality of equipment, and viewing conditions; fitting ROCTAPUS into the timetable; interruption to the pattern of normal teaching; and not enough time to watch ROCTAPUS.

With the exception of difficulties with the quality of equipment, each of these possible constraints was perceived as having no effect or only a slight effect on the use of ROCTAPUS programs in each of the four types of schools (see Figure 7). (The actual means displayed in Figure 7 are listed in Appendix F.) The quality of equipment was perceived as having a slight effect in smaller primary schools and no effect in large primary schools. For each of the other two categories of school however, the mean does not adequately reflect the pattern of responses regarding the quality of equipment. In both cases, the pattern of responses was bimodal with some respondents perceiving very little effect and others perceiving a large effect.

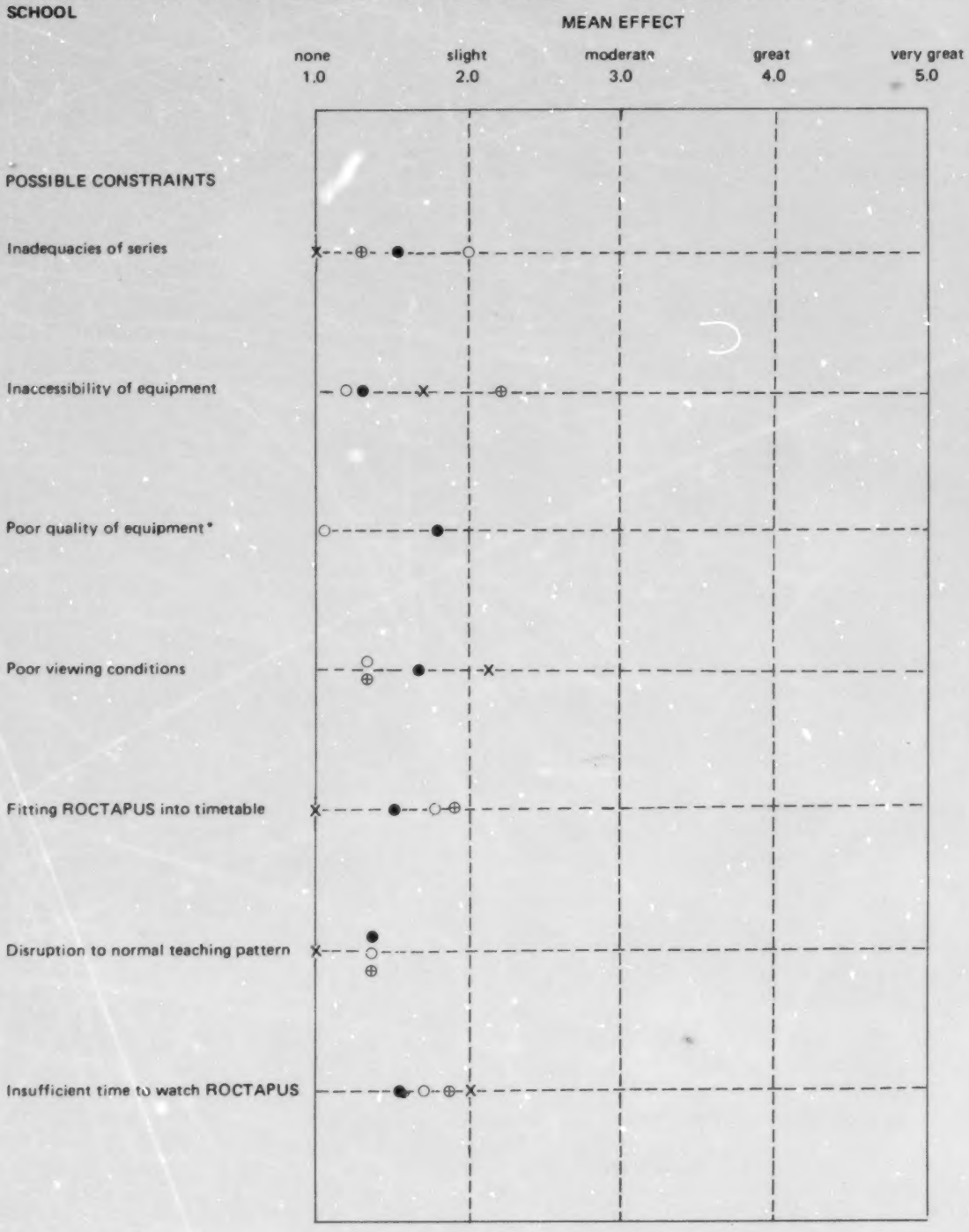
Space was provided for respondents to list any other constraints which they saw. Responses mentioned insufficient notice of content to fit ROCTAPUS in with planned teaching; power supply problems; and lack of appeal to younger primary pupils.

One school mentioned a constraint of ABC TV broadcasts which does not apply to ROCTAPUS – that of fixed rather than flexible viewing times.

Importance of Certain Criteria to a PCAP Video Service

Respondents were given a list of criteria and asked to rate each of these according to its importance to the development of a video service in PCAP areas. The average ratings given to each criteria in each type of school are contained in Appendix G. In Table 20, the criteria are listed in decreasing order of importance for each of the four types of school. The average ratings are displayed graphically in Figure 8.

FIGURE 7: MEAN EFFECT OF POSSIBLE CONSTRAINTS ON THE USE OF ROCTAPUS PROGRAMS IN EACH TYPE OF SCHOOL



* For both secondary schools and primary schools with secondary departments, the mean does not reflect their view on the quality of equipment as the pattern of responses was bimodal.

KEY FOR FIGURE 7

See page 40.

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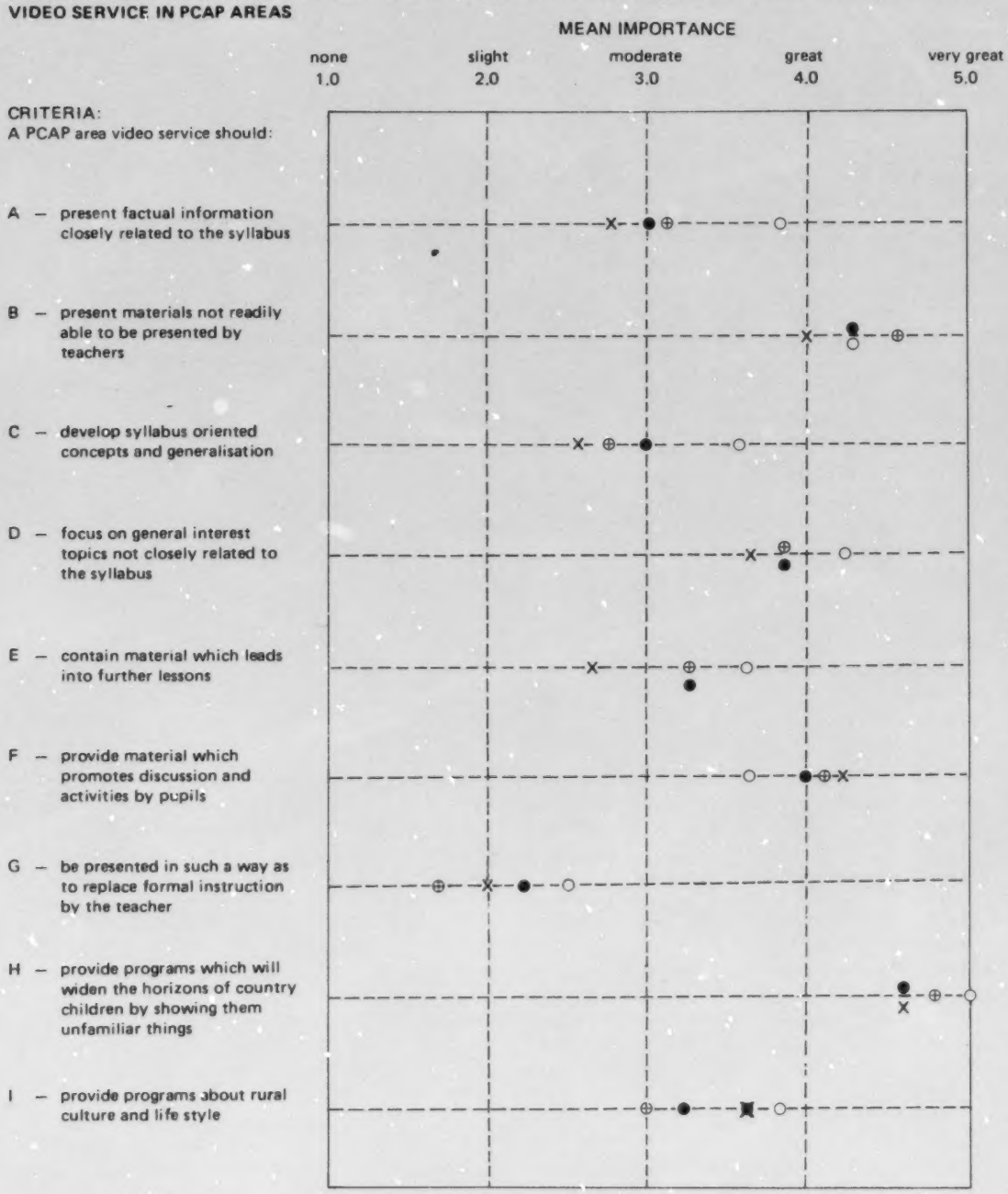
FIGURE 8: MEAN IMPORTANCE IN EACH TYPE OF SCHOOL OF CERTAIN CRITERIA TO THE DEVELOPMENT OF A VIDEO SERVICE IN PCAP AREAS


MEAN IMPORTANCE
none
1.0
slight
2.0
moderate
3.0
great
4.0
very great
5.0
CRITERIA:
A PCAP area video service should:
A – present factual information closely related to the syllabus
B – present materials not readily able to be presented by teachers
C – develop syllabus oriented concepts and generalisation
D – focus on general interest topics not closely related to the syllabus
E – contain material which leads into further lessons
F – provide material which promotes discussion and activities by pupils
G – be presented in such a way as to replace formal instruction by the teacher
H – provide programs which will widen the horizons of country children by showing them unfamiliar things
I – provide programs about rural culture and life style

KEY FOR FIGURE 8

See overleaf.

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KEY FOR FIGURES 7 AND 8

TYPE OF SCHOOL

● small primary school

○ larger primary school

⊕ primary school with a secondary department

X secondary school

TABLE 20: ORDER OF IMPORTANCE OF CERTAIN CRITERIA TO THE DEVELOPMENT OF A VIDEO SERVICE IN PCAP AREAS

ORDER OF IMPORTANCE	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ≤100	Enrolment >100		
Most important	H	H	H	H
	B	B, D	B	F
	F		F	B
	D	A	D	D, I
DECREASING IMPORTANCE	E	F, E, I	E	
	I		A	A
	A, C	C	I	E, C
Least important	G	G	C	G
			G	

Overall, there was considerable consensus amongst the ratings given in the four types of schools. The general pattern was that schools placed very great importance on the provision of programs which will widen the horizons of country children by showing them unfamiliar things. Great to very great importance was attached to presenting materials not readily able to be presented by teachers. Great importance was attached to focusing on general interest topics not closely related to the syllabus, and to providing material which promotes activities and discussion amongst pupils. Material leading into further lessons and programs about rural culture and lifestyle were considered to be of moderate to great importance, while moderate importance was attached to presentation of factual information closely related to the syllabus and development of syllabus oriented concepts and generalisations. Presentations replacing formal instruction by the teacher were rated as being of only slight importance. That is, all but one of the listed criteria were considered to be of at least moderate importance.

In summary, enrichment material was valued above syllabus material, and it was believed that a video program should present the material least able to be presented by the teacher rather than material whose presentation was fairly routine. As was seen earlier (see Table 18), teachers use ROCTAPUS for enrichment more often than they use it to introduce syllabus topics. Thus, the finding that criteria involving enrichment are considered more appropriate to the development of a video service than are criteria involving syllabus material is to be expected.

Respondents were given the opportunity to suggest further criteria which should be considered when a video service for PCAP areas is being developed. Suggestions included: tapes for both pupils and parents about boarding schools, tertiary training and job opportunities; catering for the younger primary pupils; and involvement of the children in PCAP areas in the program's production.

While children in PCAP areas were involved in production of some of the ROCTAPUS segments, this was restricted to particular areas and certain times. However, many of the ideas which children suggested (either by mail or directly to the ROCTAPUS team during their visits to schools) were incorporated into subsequent ROCTAPUS programs. (For details of the children's involvement, see Chapter 3.)

Although ROCTAPUS was rated as being of considerable value to secondary schools (see Table 14), these schools did not show ROCTAPUS to all classes to the same extent as did the other groups of schools (see Table 7). The main reason given was that ROCTAPUS was not syllabus oriented. However, it appears that secondary schools do not particularly want ROCTAPUS to be syllabus oriented. The secondary schools considered enrichment to be more valuable than syllabus material in a PCAP video program as did the other three groups of schools (see Figure 7). In particular, the secondary schools placed less value than did the other schools on using the video program to lead into further lessons. Secondary schools appeared to agree with the existing orientation of ROCTAPUS programs but considered the program as a resource to be used where and when appropriate rather than as a component of the learning program for all students. That is, the different orientation between the secondary and other groups of schools is in terms of how the video program is used rather than the approach to content.

Assessments of Particular Segments of ROCTAPUS

In the remaining section of the second survey respondents were asked to provide detailed information about each of the 50 individual segments making up eight of the ROCTAPUS programs produced in 1980. Appendix H lists the titles of these 50 segments together with a brief synopsis of each segment. Respondents were firstly asked about their recollection of a particular segment. Where their recollection of the segment was clear or reasonably clear, they were asked to rate the segments appeal to pupils, its value in the broad educational sense and its usefulness in the teaching of school subjects.

Above: Filming a 'Sport' segment in the Snowy Mountains.

Left: ROCTAPUS team film a 'Careers' segment about the Army's Chinook helicopters.

Where the segment had not been viewed or the respondents' recollections were unclear, no further information was sought. While all segments were well recollected by the staff within some schools, in other cases some segments were well recollected while others were not. Some other schools did not indicate adequate recollection of any of the segments. Thus the number of schools rating a particular segment varied from segment to segment. For each segment, the ratings from the schools where recollection of that segment was adequate were averaged. This was done for each of the four categories of schools separately. This information is contained in Appendixes I, J, L and M. In addition, the data for smaller and larger primary schools was combined and average ratings calculated for primary schools as a whole (see Appendix K).

Despite the earlier caution (see limitations of the study in Chapter 4) that data on the second survey from two or more groups should not be added because of the vastly differing response rates amongst the four groups, it was considered acceptable to combine results for the smaller and larger primary schools in this section because the pattern of responses in one group was very similar to that of the other. The combined result was more useful because it reflected the opinion of a much larger section of the ROCTAPUS audience. However, the responses in secondary schools were somewhat different (especially regarding the usefulness of the segments in aiding the teaching of school subjects.) That is, the pattern of responses relating to primary pupils differed somewhat from the pattern relating to secondary pupils. Thus, the responses in secondary schools were not combined with those in primary schools. Similarly, the responses in primary schools with secondary departments (which involve secondary as well as primary pupils) were not combined with those in primary schools.

It can be seen from Appendix L that for some of the segments, ratings in primary schools with secondary departments are based on very few responses (two or three in some cases). Similarly, all of the information regarding the secondary schools (see Appendix M) is based on between one and three responses per segment. Hence, the amount of data available for these two types of schools was considered insufficient to warrant further analysis. All following analyses of the segments is based only on the primary schools.

Table 21 indicates the pattern of responses in primary schools regarding the segments' value in the broad educational sense and the extent to which they aid the teaching of school subjects. (Although the data refers to ratings of 50 segments in 54 primary schools, the total number of responses was only 1852 because of the number of cases in which there was not an adequate recollection of the segment.) In 74 per cent of cases, the school's response regarding the educational value of a segment was identical to its response regarding the usefulness of that segment to the teaching. On one hand, it could be that little distinction between these variables existed with regard to the classroom use of the segment. On the other hand, it could be that considerable distinction existed in classroom practice but that this was not uncovered by the questions, either through a deficiency in the question, or through the teachers being unable to distinguish between the two concepts.

If there is little distinction in the classroom between educational value in the broad sense and usefulness in teaching a syllabus topic, this could be because the connection between these variables was made fairly specifically within the segment itself. Alternatively, it could be that the connection is relatively obscure in the segment but teachers are skilful enough to make the connection during their follow-up discussions of a program. However, the obviousness of the connections differs from segment to segment. (For example, the connections are fairly obvious in the 'Bees' and 'Tea Plantation' segments, but they are relatively obscure in the 'Surf School' segment and the music clips.)

Because of the similarity between the responses relating to broad educational value and usefulness to the teaching of school subjects, further results are presented for only the latter variable (being the more conservative of the two estimates of the value of the segment in most cases).

Figure 9 compares the mean assessment of each segment's appeal to pupils with its value in aiding the teaching of school subjects. Figure 9 indicates that all of the music clips were considered to be of very high appeal to pupils. However, all but one of these were assessed as being only of moderate to low assistance to the teaching of school subjects. This finding is to be expected considering the nature of these segments, and is in fact entirely consistent with their primary purpose – to motivate students to the program in general. Given that the music

clips are designed to be motivational rather than educational, they should probably be discussed separately from the rest of the segments as the purpose of these other segments was to be both.

TABLE 21: PATTERN OF ACTUAL RESPONSES IN PRIMARY SCHOOLS REGARDING THE SEGMENTS' VALUE IN THE BROAD EDUCATIONAL SENSE AND THEIR USEFULNESS IN AIDING THE TEACHING OF SCHOOL SUBJECTS

AIDING THE TEACHING OF SCHOOL SUBJECTS	VALUE IN BROAD EDUCATIONAL SENSE: low (1)	moderate (2)	high (3)	very high (4)
very high (4)	0	6	61	303
high (3)	1	31	470	84
moderate (2)	2	493	149	27
low (1)	100	93	17	15

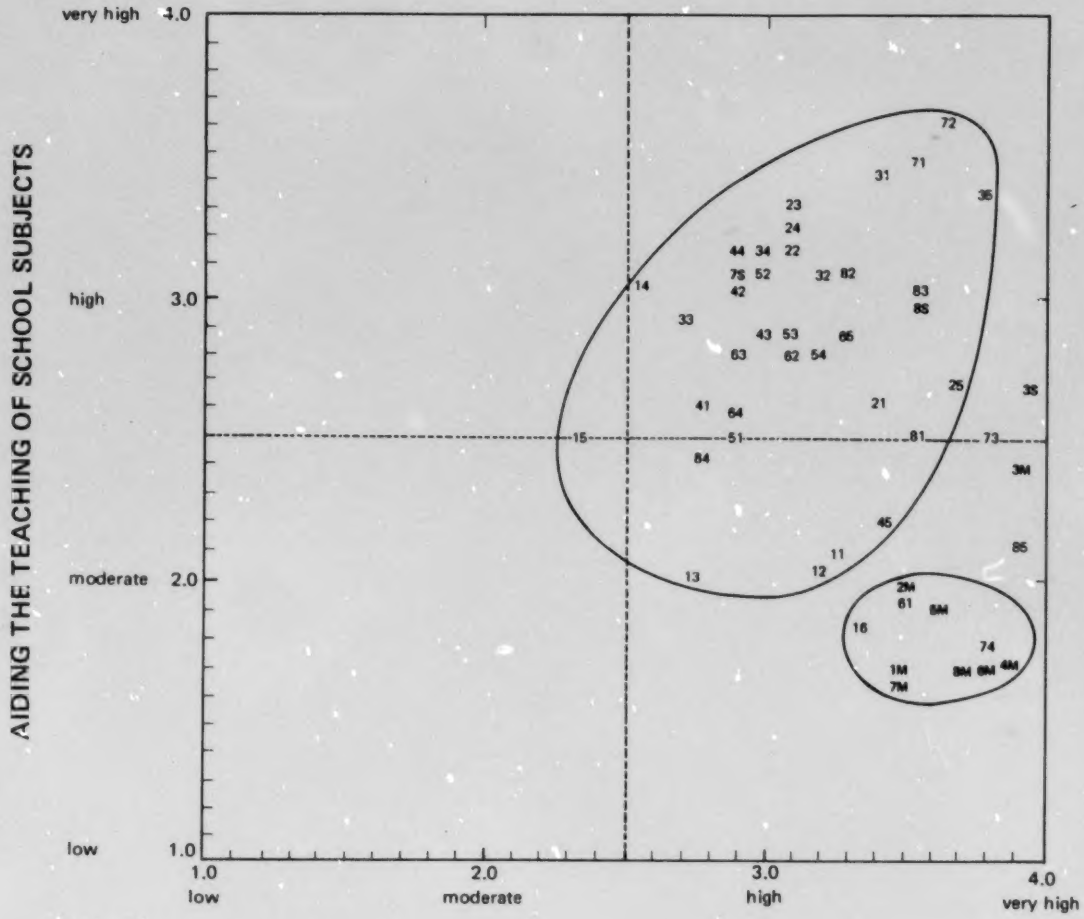
Total number of responses ON the diagonal = 1366 (74 per cent)

Total number of responses OFF the diagonal = 486 (26 per cent)

For the 42 segments with an educational thrust, the appeal to pupils ranged from 2.4 to 3.9, and the usefulness in teaching school subjects ranged from 1.8 to 3.6. That is, the segments were generally considered to be of high to very high appeal and at least of moderate assistance in the teaching of school subjects. In fact, 32 out of the 42 segments (76 per cent) were classified as being both educational and enjoyable. Thus, it can be seen that, overall, individual segments are generally considered to be both educationally valued and highly appealing to pupils as was ROCTAPUS as a whole.

Segments could be classified according to their content. However, perusal of Figure 9 did not seem to indicate that the distribution of segments within the large cluster was related to content. Also, many segments involve elements from several different content areas. Thus, detailed analysis using content categories would be complex and somewhat redundant, and hence has been avoided.

FIGURE 9: MEAN RATING FOR APPEAL TO PUPILS BY MEAN RATING FOR AIDING THE TEACHING OF SCHOOL SUBJECTS – CLASSIFICATION OF INDIVIDUAL SEGMENTS IN PRIMARY SCHOOLS



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KEYS FOR FIGURE 9

(A) TYPE OF SEGMENT

1M Music Clips
3S Specials
62 Other Segments

(B) INDEX OF SEGMENT NAMES

PROGRAM 8002

11 Saddles
12 Surf School
13 Surfboards
14 Solar Oil
15 Body Scan
16 Jumbo Tennis
1M Music Clip

PROGRAM 8004

21 Ashton's Circus
22 Bees
23 Recycling
24 Tea Plantation
25 Chinooks
2M Music Clip

PROGRAM 8006

31 Currency
32 Angora Goats
33 Melbourne
34 Captain Cook's Cottage
35 Rodeo School
3M Music Clip
3S Special

PROGRAM 8008

41 Neon Lights
42 Heron Island Birdman
43 Steam Train
44 St Helena Island
45 Jungle Warfare
4M Music Clip

PROGRAM 8010

51 School Computers
52 Astronomy
53 Museum
54 Ballooning
5M Music Clip

PROGRAM 8012

61 Paraflying
62 Aids for the Blind
63 Buffalo Dance
64 Queensland Youth Orchestra
65 Biscuit Factory
6M Music Clip

PROGRAM 8014

71 Mt Isa
72 Mt Isa Mines
73 Mardi Gras/Rodeo
74 Backward Rodeo
7M Music Clip
7S Special

PROGRAM 8016

81 Mounted Police
82 Colin Thiele
83 Fire Brigade
84 Dolls of the World
85 Radio-Controlled Cars
8M Music Clip
8S Special

CHAPTER 6

CONCLUSIONS AND ISSUES

Conclusions

Chapter 3 began with a review of the literature on educational television and the main criteria for a successful educational television program were identified. The success with which ROCTAPUS met these criteria was described in Chapters 3 and 5. These findings are summarised below along with the other major findings on ROCTAPUS.

Primarily, the intention of the ROCTAPUS program was to positively discriminate in favour of rural children to overcome existing disadvantage. Survey responses indicated that almost all schools used ROCTAPUS to enrich and broaden students' awareness. Most schools showed ROCTAPUS to pupils for its general interest and about half of the schools used ROCTAPUS for enrichment of syllabus areas. A minority used ROCTAPUS as a springboard to lead into syllabus topics. The emphasis in schools on using ROCTAPUS for enrichment seems appropriate in view of the narrowness of pupils' experiences in the PCAP areas (see Chapter 2). Further, teachers perceived that the program was effective in achieving its major aims.

It was decided that a closed circuit television program with a magazine type format should be used, with content related to rural needs rather than being curriculum oriented. The use of videotapes instead of broadcasts allowed flexibility with regard to viewing times and re-use of programs. The program was available in a form which was convenient and easy for classroom use – an important criterion cited in the literature.

An initial survey by Production Services established that a market did in fact exist for such a program and it sought some directions for the program. A fortnightly production schedule was maintained throughout the three years in which new material was produced. Program length was reduced to approximately 30 minutes after feedback from the audience. Thus, after experimentation the program was of appropriate duration. Most story ideas were generated by the audience, however the producers were careful to achieve a balance of content within the series of programs.

The producers of ROCTAPUS were teachers with media backgrounds while the remainder of the production team were professionals drawn from the media. The hire of professional production staff with appropriate media experience and expertise was considered to be essential to the maintenance of high production standards. The achievement of a consistently high standard of production and content organisation was recognised at national level in November 1978 when ROCTAPUS received a commendation at the annual Penguin Awards arranged by the Television Society of Australia. Thus ROCTAPUS met another of the criteria mentioned in the literature.

The ROCTAPUS production team took definite steps to ensure that content was relevant and motivational – an aspect considered essential in the literature. As well as drawing on their own teaching backgrounds, the producers surveyed the needs and interests of the audience. The success of this conscious effort to achieve relevance and motivation was evidenced by the high ratings given to each of the segments of ROCTAPUS with regard to its broad educational value and its appeal to pupils.

ROCTAPUS was shown during normal lesson periods in almost all primary schools and secondary departments. In addition,programs were re-shown at lunchtime, before school or after school in a great many cases. However, secondary schools often had optional lunchtime viewing of ROCTAPUS instead of viewing during lesson time.

ROCTAPUS-related activities were used as a follow-up to the program in the majority of schools, although about one third of schools also used such activities during programs and a similar proportion used the activities as a lead-in to viewing. The activity most commonly used in association with ROCTAPUS was discussion, closely

followed by creative expression. Creative art and classroom projects were used to a lesser extent. Thus, other appropriate learning experiences were used to reinforce learning from the ROCTAPUS programs – a procedure recommended in the literature.

Various methods were used to advertise ROCTAPUS prior to its dissemination and subsequently. The purpose of this advertising was to increase awareness of the program both in schools (to increase its use) and in the community (so that assistance and co-operation would be more easily obtained during production).

Continuous two-way communication was considered to be an important aspect of the program – to foster a sense of belonging which would in turn aid learning. Through various different means effective two-way communications were achieved.

Schools perceived that the effect of potential constraints associated with the ROCTAPUS series itself or its support services was minimal. With regard to the series itself, teachers on the whole expressed that, to a great extent, subject matter was treated appropriately in ROCTAPUS programs. In general, schools valued enrichment material above syllabus material, and indicated that a video program should present material less easy for teachers to present, rather than material whose presentation was fairly routine. This is consistent with how teachers used ROCTAPUS. The different orientation to ROCTAPUS between the secondary and other groups of schools seems to be in terms of when and to whom the video programs were shown rather than in terms of the type of content and treatment considered appropriate.

Possible constraints due to the ROCTAPUS support services were then explored. Prior to distribution of ROCTAPUS, each of the PCAP schools, with the exception of the few that already had appropriate equipment, was supplied with the videotape equipment necessary to screen the ROCTAPUS tapes. In addition, PCAP supplied production equipment to the ROCTAPUS team. The vast majority of schools were quite satisfied with the quality of this equipment. Two full-time technical maintenance officers are employed to maintain and repair the videotape and other equipment in PCAP schools. This service appears to have been successful since almost all schools reported that video equipment was in good working order most of the time. However, a minority of schools did experience considerable difficulties in this area. Thus, another criterion, the need for adequate supply and service of equipment, has been adequately fulfilled in the operation of ROCTAPUS.

The regular ROCTAPUS audience consisted of approximately 11 000 primary and secondary pupils. ROCTAPUS was viewed by all Year 5, 6 and 7 pupils, and the majority of Year 3, 4, 8, 9 and 10 pupils. However, Year 3 and 4 pupils constituted a greater proportion of the audience than did secondary pupils. Year 1 and 2 pupils constituted a fairly small proportion of the regular ROCTAPUS audience. The target audience was upper primary and lower secondary pupils – i.e. Years 5 to 10. That is, the actual audience of ROCTAPUS covers a wider age range than does the target audience, with the actual audience being younger on the average than was the target audience.

Very few schools showed ROCTAPUS to parents and community members on a regular or frequent basis. It is not known whether or not these groups were interested in viewing ROCTAPUS.

Another criterion from the literature on successful educational television programs appears to have been fulfilled in that school responses indicated that the level of presentation of material was judged appropriate to the educational background of the target audience of upper primary and lower secondary pupils. However, the actual audience included many younger pupils for whom the level of presentation was less appropriate, and the subject orientation of the curriculum in secondary schools seems to have limited use of the program with lower secondary pupils. This problem of making a program relevant to a group whose age range is as wide as that of the actual audience is considered later under 'Issues'.

Although calculation of per capita costs is complicated by quite a number of factors (see the final section of Chapter 3) it was estimated that the cost per viewing pupil per program prior to 1980 was a little over one dollar. Thus, the audience was sufficiently large that the cost per viewer was small as was indicated in the literature to be desirable.

In regard to cost escalation, calculation reveals that the average cost of producing and distributing each ROCTAPUS program rose from about $9000 during the first two years of operations to $13 000 during the 1979/80 financial year. Concern on the part of the State Committee to contain these rising costs resulted in a gradual scaling down of ROCTAPUS operations – travelling was reduced during 1980, no new material was produced during 1981 and the program was discontinued at the end of the 1981 school year.

Considerable value was placed on ROCTAPUS by all schools although to a lesser extent in the secondary schools. Further, teachers were greatly concerned about the possible discontinuation of ROCTAPUS.

Forty-two per cent of the PCAP schools were without consistently adequate reception of ABC TV broadcasts. The majority of these schools with reception difficulties were smaller primary schools. The average value placed on ROCTAPUS was very high regardless of how adequate the reception of ABC TV broadcasts were. However, there is a distinct linear relationship between these variables with the value placed on ROCTAPUS increasing as ABC TV reception becomes poorer. The high value placed on ROCTAPUS in areas with adequate television reception all or most of the time clearly indicates that its usefulness was not merely restricted to areas where normal television reception is limited.

As with ROCTAPUS as a whole, almost all individual segments were considered to be both educationally valuable and highly appealing to pupils. All of the music clips were considered to be of very high appeal to pupils but only of moderate assistance to the teaching of school subjects. This finding is consistent with their primary purpose to motivate students to the program in general.

Issues

A number of unresolved issues arose from this study. While it has been established that there is a ready audience ranging from Year 3 to Year 10, it is probably not possible to produce material which is appropriate to all pupils in this wide age range. Thus, the usefulness of producing two programs at different levels should be explored when future series are being planned.

There is little viewing of PCAP video programs by members of the community at present. However, further investigation would be necessary before a judgment could be made about whether the community would like greater access to such programs.

It would appear that all groups of schools would prefer a PCAP program to contain enrichment material rather than material related closely to the syllabus. Although secondary schools frequently referred to this lack of syllabus orientation when explaining why some classes viewed ROCTAPUS and others did not, it appeared that even they did not want the orientation towards enrichment material changed.

The discontinuation of ROCTAPUS does not necessarily imply that its cost-effectiveness was doubted. Rather it is quite likely that the large amount of money involved constituted too large a proportion of a relatively small total budget. Ways to defray the costs of similar programs should be explored in view of the value placed on ROCTAPUS. One possibility would be to sell some of the material to commercial networks if the problems relating to the release of such material could be overcome. Another possibility is for the State Department of Education to sponsor such a program. Not only would the amount of money involved constitute a small fraction of the Departmental budget, but also this would allow extension of the audience to include all rural pupils thus further increasing the program's cost-effectiveness.

Summary

Overall, ROCTAPUS appears to have been very valuable both educationally and in partly compensating for rural disadvantage. The high degree of correlation seen here between ROCTAPUS and the 'ideal' educational television program probably explains to a large degree why ROCTAPUS was so successful in schools.

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APPENDIX A

Number 3 Revised – December 1980

Project Title:	Country Video Scheme/Roctapus
Location:	South-West, Central and North-West Priority Country Areas
Contact:	The Supervisor, Production Services, Department of Education, Nathan Avenue, Ashgrove, Q 4060. Tel.: 38 5921
Budget:	1979/80, $165 000
Type of Project:	Piloting a service to provide country schools with specially produced television programs.
Personnel:	Two registered teachers, one journalist, one cameraman, one editor, one sound recordist, one production assistant, one hostess/compere (part-time)

DESCRIPTION

Purpose:

- To provide schools in Priority Country Areas with specially produced video television programs containing segments of immediate interest to country children.
- To widen the horizons of children who through isolation are limited in the kind of contact available to children in larger centres.
- To design and produce programs of interest to a range of age levels in such a way that teachers can structure educational activities around particular segments.

Background:

- Roctapus programs are supplied to over 100 schools in the PCAP areas and have a potential audience of some 14 000 students.
- As part of the project all schools in the Priority Areas outside normal television transmission have been supplied with video-cassette recorders and monitors. A maintenance service, separately funded by PCAP, keeps such equipment and other AV equipment in schools in working order (see Project Profile Number 17).
- In addition to Roctapus, schools not previously receiving ABC educational programs are now receiving such programs through the State funded Remote Schools Video Program.

- Capital cost of establishing the project was approximately $290 000. This amount included an expenditure of $127 000 on production equipment and $163 000 on equipment for schools. The production equipment is also used to provide a range of other television programs for schools.
- Roctapus was first screened in schools in March 1978 and during that year 16 episodes were produced at the Education Department's Film Centre, Ashgrove.
- The budget figure shown above does not include teachers' salaries.

Operations:

- Roctapus is a closed circuit television program covering a wide range of magazine-style topics, as indicated by its full title: 'Really Outstanding Colour Television About Practically Unlimited Subjects'.
- Individual programs, usually of about 30 minutes duration, are composed of a number of segments averaging some four to six minutes in length, linked by a compere.
- The program deals with the 'unwritten curriculum'; that area of student activity outside the normal range of school subjects. Ten content categories are used to maintain an appropriate balance of story segments.
- The program is aimed at the 10 to 16 years age group, ranging from middle primary to lower secondary years. Occasional 'specials' are provided for children outside this age range and a series entitled 'Here I Am' for lower primary children has been produced.
- Stories in Roctapus programs are based on ideas suggested by the schools and communities that form the Roctapus audience. Considerable emphasis is placed upon maintaining two-way communication between the Roctapus team and this audience.
- The program is distributed fortnightly on video cassettes which may be retained by schools until the end of the year, thus allowing maximum flexibility of use.
- Individual episodes from previous series may be borrowed from the Film Centre. A program cataloguing details of each story has been supplied to PCAP schools.
- For teachers the program offers enrichment-type resource material; for communities it is a source of information about people, places and events, not otherwise readily available.
- In November 1978 Roctapus received a Commendation at the annual Penguin Awards arranged by the Television Society of Australia.
- In an effort to contain costs, a revised style of program planning and production, with an appropriate reduction of staffing level, is to be trialled during 1981.

Evaluation:

- An ongoing evaluation study has been undertaken which forms the basis of the comments below. Preliminary findings were published in Report Number 3 of the PCAP Evaluation Series.

Comment:

- The reaction of students to Roctapus seems to have been almost entirely favourable and the vast majority appears to find the program both interesting and enjoyable.
- The reaction of teachers has also been extremely positive, with very few exceptions, although more so in primary than secondary schools. The emphasis on subject-based curriculum in the latter schools may help explain this difference.
- Teachers judge the Roctapus programs as valuable for enriching the experience of isolated children and providing stimulus material for classroom instruction.
- Favourable comments have been received regarding the high quality of the tapes and their production. It is envisaged that teacher feedback concerning program content will contribute to the design of future programs.

APPENDIX B

ROCTAPUS SURVEY – 1980

ATTENTION: THE PRINCIPAL

1. Name of school .....

2. Total enrolment ..... Date .....

3. Is ROCTAPUS viewed by all classes in the school? Yes ☐ No ☐

4. If no, why and by which classes? .....

.....

.....

5. During which periods is ROCTAPUS viewed? (You may choose more than one alternative.)

PRIMARY:	General Lesson Periods	☐	Lunch	☐
	Other (please explain)	☐	.....	
SECONDARY:	General Lesson Periods	☐	Lunch	☐
	Pastoral Care	☐		
	Other (please explain)	☐	.....	

6. How often is the quality of reception of ABC TV broadcasts adequate?

All of the time	☐	Most of the time	☐
Some of the time	☐	Never	☐

7. How often is ROCTAPUS viewed by the P & C committee or members of the community?

Regularly	☐	Frequently	☐
Occasionally	☐	Never	☐

8. How high do you value ROCTAPUS as a contribution to the educational experience of the children in your school?

(5 = very important, 0 = not importa...)

5 4 3 2 1 0

.....

.....

.....

APPENDIX C

ROCTAPUS SURVEY – 1980

It is intended that the answers to this questionnaire should represent, as far as possible, the collective opinion of the staff.

Name of school ..... Date .....

SECTION 1

This section is concerned with your general use of, and opinions about, the ROCTAPUS programs as a whole.

(Before answering questions 1 and 2, please refer to the statement concerning the purpose of ROCTAPUS which appears at the end of this questionnaire.)

1. To what extent does this series meet its objectives, as stated by the ROCTAPUS Team?

   - To a great extent ☐
   - To a moderate extent ☐
   - To a minimal extent ☐
   - Not at all ☐

2. To what extent is the treatment of subject matter in this series appropriate to the grade level at which it is aimed?

   - To a great extent ☐
   - To a moderate extent ☐
   - To a minimal extent ☐
   - Not at all ☐

3. How often is your videotape equipment in good working order?

   - All of the time ☐
   - Most of the time ☐
   - Some of the time ☐
   - Never ☐

4. To what extent did you use previous years' tapes of ROCTAPUS?

   - To a very great extent ☐
   - To a great extent ☐
   - To a moderate extent ☐
   - To a minimal extent ☐
   - Not at all ☐

5. For what purpose/purposes do you as a teacher use ROCTAPUS programs? (You may choose more than one alternative.)

   - Springboard (i.e., ROCTAPUS leads into syllabus topic) ☐
   - Enrichment of syllabus areas ☐
   - To enrich and broaden students' awareness ☐
   - General interest ☐
   - Other (please explain) ..... ☐

6. Listed below are some factors that may act as constraints against using ROCTAPUS programs. Indicate those constraints which affect you by completing the table below.

(Indicate your answer by placing a tick in the appropriate column.)

CONSTRAINTS	EXTENT OF EFFECT ON YOU				
	Very Great	Great	Moderate	Slight	None
General inadequacies of series					
Difficulties with access to equipment					
Difficulties with quality of equipment					
Difficulties with viewing conditions, e.g. small screen, crowded room					
Difficulties in fitting ROCTAPUS in with timetable					
Interrupts the pattern of normal teaching					
Not enough time to watch ROCTAPUS					
Other constraints: (Please specify)					

7. To what extent do classes engage in the following types of ROCTAPUS related activities?

(Complete the following table by placing ticks in the appropriate columns.)

TYPE OF ACTIVITY	EXTENT OF USE				
	Very Great	Great	Moderate	Minimal	Not at all
Discussion					
Creative art					
Creative expression					
Classroom project/investigation					
Other: (Please specify)					

8. In general, how do these activities relate to the program.

(You may choose more than one alternative.)

Lead into program ☐

Follow-up program ☐

During program ☐

9. How concerned would you be if ROCTAPUS Programs were no longer available?

Greatly concerned ☐

Moderately concerned ☐

Minimally concerned ☐

Not at all concerned ☐

10. To what extent do you consider each of the following criteria to be important in developing a video service for PCAP areas?

CRITERIA: A PCAP area video service should	IMPORTANCE				
	Very Great	Great	Moderate	Slight	Not at all
– present factual information closely related to the syllabus					
– present materials not readily able to be presented by teachers					
– develop syllabus oriented concepts and generalisation					
– focus on general interest topics not closely related to the syllabus					
– contain material which leads into further lessons					
– provide material which promotes discussion and activities by pupils					
– be presented in such a way as to replace formal instruction by the teacher					
– provide programs which will widen the horizons of country children by showing them unfamiliar things					
– provide programs about rural culture and lifestyle					

If there are other criteria you think are more important than those listed above please specify below:

.....

.....

.....

.....

.....

SECTION 2

This section is concerned with your reactions to particular segments of the ROCTAPUS programs during 1980.

Instructions

Please answer Questions 1–4 in Columns 1–4 on the answer sheets.

Record your reply by entering in the appropriate column the letter corresponding to the answer you choose. For instance, if you could not recall clearly the first segment of the first program (about Saddles) you would enter the letter C in Column 1 opposite the segment.

1. How clear is your recollection of this segment?

   A. Clear
   B. Reasonably clear
   C. Not clear
   D. Not viewed

N.B. Where your recollection of a segment is 'Clear' or 'Reasonably clear', please answer Questions 2–4 below.

2. How would you rate the appeal of this segment to students?

   A. Very high
   B. High
   C. Moderate
   D. Low

3. In the broad educational sense, how would you rate the value of this segment?

   A. Very high
   B. High
   C. Moderate
   D. Low

4. How would you rate this segment as an aid to teaching school subjects?

   A. Very high
   B. High
   C. Moderate
   D. Low

ROCTAPUS PROGRAMS 1980

PROGRAM	SYNOPSIS	QUESTION N° 1	2	3	4
8002 SADDLES	Adapting modern techniques to the craft of saddle making.				
SURF SCHOOL	Young people learn the art of surfboard riding.				
SURFBOARDS	Hot-dogger surfboards from polystyrene and fibreglass.				
SOLAR OIL	Investigating possible new areas for producing oil.				
BODY SCAN	Computers in medicine to aid diagnosis.				
JUMBO TENNIS	Catching up on the world's newest sport.				
MUSIC CLIP	'Video Killed the Radio Star' – The Buggles.				
8004 ASHTON'S CIRCUS	Lifestyle of a young performer in Australia's oldest circus.				
BEES	Commercial breeding of queen bees.				
RECYCLING	Re-using consumer items in industry.				
TEA PLANTATION	A look at Australia's tea-growing industry.				
CHINOOKS	Helicopter crews practise rescue procedures.				
MUSIC CLIP	'Space Invaders' – Player 1.				
8006 CURRENCY	Printing and issuing Australian notes.				
ANGORA GOATS	Mohair produced by the Samarka stud.				
MELBOURNE	Some special features of this southern Capital.				
CAPTAIN COOK'S COTTAGE	Historical English cottage relocated in Australia.				

QUESTION NO.

PROGRAM	SYNOPSIS	1	2	3	4
RODEO SCHOOL	Learning the skills of bareback Bronc riding.				
MUSIC CLIP	'I Got You' – Split Enz.				
SPECIAL	Aboriginal Legend in sound and music.				
8008 NEON LIGHTS	A look at how they work.				
HERON ISLAND BIRDMAN	Researching birdlife of the Barrier Reef.				
STEAM TRAIN	Historic train back on the rails.				
ST HELENA ISLAND	A reminder of Queensland's historic past.				
JUNGLE WARFARE	Keeping soldiers in battle-alert condition.				
MUSIC CLIP	'Toein' the Line' – Rocky Burnett				
8010 SCHOOL COMPUTERS	Children learn computing on their own classroom computers.				
ASTRONOMY	Star gazing with a do-it yourself telescope.				
MUSEUM	The preparation of displays for the Queensland Museum.				
BALLOONING	A Romantic look at an historic and different means of air travel.				
MUSIC CLIP	'Coming Up' – Paul McCartney.				
8012 PARAFLYING	New sport combining cars and parachutes.				
AIDS FOR THE BLIND	Learning about blind people.				
BUFFALO DANCE	Local dance performed at Doomadgee.				
QLD YOUTH ORCHESTRA	Rolf Harris and orchestra prepare for international performance.				
BISCUIT FACTORY	From dough to woe.				
MUSIC CLIP	'Magic' – Olivia Newton-John.				

PROGRAM NO.

PROGRAM	SYNOPSIS	1	2	3	4
8014 MT ISA	An introduction to the mining town.				
MT ISA MINES	Operations of the mines above and below ground.				
MARDI GRAS/RODEO	Behind the scenes of Australia's greatest rodeo.				
BACKWARD RODEO	Lighthearted look at bull riding.				
MUSIC CLIP	'Rockabilly Rebel' – Major Matchbox.				
SPECIAL	Solar connection.				
8016 MOUNTED POLICE	A display of their training and tent-pegging skills.				
COLIN THIELE	An interview with popular children's author.				
FIRE BRIGADE	Modern training and rescue equipment for fire fighting.				
DOLLS OF THE WORLD	To mark Universal Children's Day.				
RADIO-CONTROLLED CARS	Thrills and spills in racing by remote control.				
MUSIC CLIP	'Xanadu' – Olivia Newton-John.				
SPECIAL	'The Crew' – the making of *Storm Boy*.				

THE PURPOSE OF ROCTAPUS: A STATEMENT PREPARED BY MEMBERS OF THE PRODUCTION TEAM

THE PROBLEM

A number of studies including the report on the *Education of Isolated Children* of the Senate Standing Committee on Education and the Arts 1976 and the Fifth Main Report of the Poverty Commission – *Poverty in Education* indicates that children living in rural environments suffer from a number of disadvantages when compared with their urban counterparts. Significant amongst these is the lack of variety of experience and opportunities available to them.

THE RELEVANCE OF TELEVISION

As distance precludes travel to larger centres, an alternative is to use television to bring these children into contact with people, events, places and ideas that would otherwise be denied to them. Such a television program should be concerned not only with putting its audience in touch with the 'wider world', but in supporting the rural culture and lifestyle. Thus it should extend the rural child's awareness of his own environment. It should also serve to put rural children in touch with what is happening in each other's schools and in urban schools.

OBJECTIVES OF THE PROPOSED PROGRAM

(i) To broaden students' outlooks on their own environment as well as developing their knowledge of other areas
(ii) To provide enrichment, by extending children beyond their formal courses.
(iii) To encourage the development of creative arts and cultural activities.
(iv) To provide a balance of material relating to rural and urban communities.
(v) To involve students and local communities in the production and evaluation of programs.

FORMAT

A fortnightly magazine program consisting of short, varied stories would provide for a wide age-range appeal and would enable coverage of a variety of subjects.

AGE RANGE

Ten to 16 years. This age group encompasses the bulk of the school population. It also embraces a community of interests, from the 10 year old who is looking forward to the freedoms and independence of adolescence to the adolescent able to act and take initiatives in those areas that appeal to him.

UNWRITTEN CURRICULUM

Good professional practice extends the teacher's immediate concern with the formal curriculum to the social, cultural and physical environment of the child. This is the underlying principle of the proposed program. To remain relevant, the program must provide for the special needs of the rural child. Equally, teachers must perceive the educational needs arising from the rural environment to understand the role of the program and give it an effective place in the school's formal timetable.

PROGRAM MATERIAL SOURCES

In view of the above, ideas for the program should come from the students, teachers and communities in the PCAP areas and represent their needs and interests. Surveys and regular face to face discussions will be necessary to effect this. Regular involvement of the audience in program making will also be a measure of the success of this aspect.

SUBJECT CATEGORIES

The program would select story segments from these categories:

1. Kids in action
2. Culture and entertainment

3. Survival, careers, services, preparation for life
4. Man and his environment
5. Social patterns and lifestyles
6. Leisure
7. Communication
8. Science, technology and development
9. History
10. Trade and economy

A number of these are overlapping. However, in all emphasis is given to participation by the audience age group. Using these categories ensures that the material presented is balanced throughout the series.

AS A SCHOOL RESOURCE

Being broadly educational in its intention, the program will provide incidental teaching resource material for teachers. It is not intended to be curriculum specific. Hopefully communities will find inspiration in recreational and extra curricular activities covered in the program, leading perhaps to community projects.

DEVELOPING OBJECTIVES

Increasingly, ROCTAPUS is being seen as more than just pictures on a screen. Audience involvement in story making, community activities sponsored by ROCTAPUS and regular visits by compere and film crew have made the program an experience its audience can share as well as something informative and entertaining to view.

APPENDIX D

MEAN ASSESSMENTS OF ROCTAPUS IN EACH TYPE OF SCHOOL WITH REGARD TO MEETING ITS OBJECTIVES, TREATMENT OF SUBJECT MATTER, AND CONCERN ABOUT DISCONTINUATION

Mean perceptions in each type of school of the extent to which the objectives of ROCTAPUS are met

(4 = great, 3 = moderate, 2 = minimal, 1 = not at all)

	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ⩽100	Enrolment >100		
Mean extent to which ROCTAPUS meets its objectives	3.6	3.6	3.9	4.0

Mean perceptions in each type of school of the extent to which ROCTAPUS treats subject matter appropriately for target year levels

(4 = great, 3 = moderate, 2 = minimal, 1 = not at all)

	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ⩽100	Enrolment >100		
Mean extent to which subject matter is treated appropriately	3.5	3.4	3.6	4.0

Mean concern in each type of school about possible discontinuation of ROCTAPUS

(4 = great, 3 = moderate, 2 = minimal, 1 = not at all)

	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ⩽100	Enrolment >100		
Mean concern about possible discontinuation of ROCTAPUS	3.6	3.7	3.9	3.3

APPENDIX E

MEAN USE OF ROCTAPUS-RELATED ACTIVITIES IN EACH TYPE OF SCHOOL

(5 = very great use, 1 = no use at all)

TYPE OF ACTIVITY	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ⩽100	Enrolment >100		
Discussion	3.5	3.6	3.5	3.0
Creative art	2.4	2.4	2.6	1.3
Creative expression	2.5	2.9	3.4	2.7
Classroom project/investigation	2.7	3.1	3.2	1.7

APPENDIX F

MEAN EFFECT OF CERTAIN CONSTRAINTS ON THE USE OF ROCTAPUS PROGRAMS IN EACH TYPE OF SCHOOL

(5 = very great effect, 1 = no effect at all)

CONSTRAINTS	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment $\leqslant 100$	Enrolment > 100		
General inadequacies of series	1.6	2.0	1.3	1.0
Difficulties with access to equipment	1.3	1.3	2.3	1.7
Difficulties with quality of equipment	1.7	1.0	3.0*	2.7*
Difficulties with viewing conditions, e.g. small screen, crowded room	1.7	1.3	1.3	2.2
Difficulties with fitting ROCTAPUS into timetable	1.5	1.7	1.9	1.0
Interruption to pattern of normal teaching	1.4	1.4	1.4	1.0
Not enough time to watch ROCTAPUS	1.6	1.7	1.9	2.0

* In these 2 cases, the pattern of responses was bimodal. Thus these 2 means are misleading.

APPENDIX G

MEAN IMPORTANCE OF CERTAIN CRITERIA TO THE DEVELOPMENT OF A VIDEO SERVICE IN PCAP AREAS

(5 = very great importance, 1 = no importance at all)

CRITERIA: A PCAP area video service should	Primary schools		Primary/ Secondary schools	Secondary schools
	Enrolment ⩽ 100	Enrolment > 100		
A – present factual information closely related to the syllabus	3.0	3.9	3.1	2.8
B – present materials not readily able to be presented by teachers	4.3	4.3	4.6	4.0
C – develop syllabus oriented concepts and generalisation	3.0	3.4	2.8	2.7
D – focus on general interest topics not closely related to the syllabus	3.9	4.3	3.9	3.7
E – contain material which leads into further lessons	3.4	3.7	3.4	2.7
F – provide material which promotes discussion and activities by pupils	4.0	3.7	4.1	4.2
G – be presented in such a way as to replace formal instruction by the teacher	2.2	2.6	1.7	2.0
H – provide programs which will widen the horizons of country children by showing them unfamiliar things	4.7	5.0	4.9	4.7
I – provide programs about rural culture and lifestyle	3.2	3.7	3.0	3.7

APPENDIX H

TITLES AND SYNOPSES OF THE 50 SEGMENTS IN THE EIGHT 1980 ROCTAPUS PROGRAMS INVESTIGATED

PROGRAM	SYNOPSIS
8002 SADDLES	Adapting modern techniques to the craft of saddle making.
SURF SCHOOL	Young people learn the art of surfboard riding.
SURFBOARDS	Hot-dogger surfboards from polystyrene and fibreglass.
SOLAR OIL	Investigating possible new areas for producing oil.
BODY SCAN	Computers in medicine to aid diagnosis.
JUMBO TENNIS	Catching up on the world's newest sport.
MUSIC CLIP	'Video Killed the Radio Star' – The Buggles.
8004 ASHTON'S CIRCUS	Lifestyle of a young performer in Australia's oldest circus.
BEES	Commercial breeding of queen bees.
RECYCLING	Re-using consumer items in industry.
TEA PLANTATION	A look at Australia's tea-growing industry.
CHINOOKS	Helicopter crews practise rescue procedures.
MUSIC CLIP	'Space Invaders' – Player 1.
8006 CURRENCY	Printing and issuing Australian notes.
ANGORA GOATS	Mohair produced by the Samarka stud.
MELBOURNE	Some special features of this southern capital.
CAPTAIN COOK'S COTTAGE	Historical English cottage relocated in Australia.
RODEO SCHOOL	Learning the skills of bareback bronc riding.
MUSIC CLIP	'I Got You' – Split Enz.
SPECIAL	Aboriginal legend in sound and music.
8008 NEON LIGHTS	A look at how they work.
HERON ISLAND BIRDMAN	Researching birdlife of the Barrier Reef.
STEAM TRAIN	Historic train back on the rails.
ST HELENA ISLAND	A reminder of Queensland's historic past.

PROGRAM	SYNOPSIS
JUNGLE WARFARE	Keeping soldiers in battle-alert condition.
MUSIC CLIP	'Toein' the Line' – Rocky Burnett.
8010 SCHOOL COMPUTERS	Children learn computing on their own classroom computers.
ASTRONOMY	Star gazing with a do-it-yourself telescope.
MUSEUM	The preparation of displays for the Queensland Museum.
BALLOONING	A romantic look at an historic and different means of air travel.
MUSIC CLIP	'Coming Up' – Paul McCartney.
8012 PARAFLYING	New sport combining cars and parachutes.
AIDS FOR THE BLIND	Learning about blind people.
BUFFALO DANCE	Local dance performed at Doomadgee.
QLD. YOUTH ORCHESTRA	Rolf Harris and orchestra prepare for international performance.
BISCUIT FACTORY	From dough to woe.
MUSIC CLIP	'Magic' – Olivia Newton-John.
8014 MT ISA	An introduction to the mining town
MT ISA MINES	Operations of the mines above and below ground.
MARDI GRAS/RODEO	Behind the scenes of Australia's greatest rodeo.
BACKWARD RODEO	Lighthearted look at bull riding.
MUSIC CLIP	'Rockabilly Rebel' – Major Matchbox.
SPECIAL	Solar connection.
8016 MOUNTED POLICE	A display of their training and tent-pegging skills.
COLIN THIELE	An interview with popular children's author.
FIRE BRIGADE	Modern training and rescue equipment for fire fighting.
DOLLS OF THE WORLD	To mark Universal Children's Day.
RADIO-CONTROLLED CARS	Thrills and spills in racing by remote control.
MUSIC CLIP	'Xanadu' – Olivia Newton-John.
SPECIAL	'The Crew' – the making of *Storm Boy*.

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APPENDIX I

MEAN RATINGS OF APPEAL TO PUPILS, BROAD EDUCATIONAL VALUE, AND AID TO THE TEACHING OF SUBJECTS ASSIGNED IN PRIMARY SCHOOLS WITH ENROLMENT ≤ 100 TO PARTICULAR SEGMENTS OF 1980 ROCTAPUS PROGRAMS.

(4 = very high, 3 = high, 2 = moderate, 1 = slow).

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8002				
SADDLES	37	3.2	2.6	2.1
SURF SCHOOL	31	3.0	2.3	1.9
SURFBOARDS	31	2.6	2.1	1.9
SOLAR OIL	25	2.4	3.1	3.0
BODY SCAN	26	2.5	2.7	2.5
JUMBO TENNIS	34	3.4	2.5	1.9
MUSIC CLIP	33	3.4	2.5	1.7
8004				
ASHTON'S CIRCUS	39	3.4	2.8	2.6
BEES	35	3.2	3.3	3.3
RECYCLING	28	3.1	3.4	3.3
TEA PLANTATION	31	3.1	3.3	3.3
CHINOOKS	32	3.6	3.0	2.5
MUSIC CLIP	28	3.4	2.1	2.0
8006				
CURRENCY	40	3.5	3.5	3.5
ANGORA GOATS	32	3.3	3.2	3.2
MELBOURNE	22	2.8	2.7	2.9
CAPTAIN COOK'S COTTAGE	30	3.0	3.1	3.2
RODEO SCHOOL	36	3.7	2.7	3.5
MUSIC CLIP	25	3.5	2.0	2.5
SPECIAL	22	2.6	2.9	2.6
8008				
NEON LIGHTS	27	2.9	3.0	2.6
HERON ISLAND BIRDMAN	38	3.0	3.0	3.0
STEAM TRAIN	30	3.0	2.8	2.9
ST HELENA ISLAND	35	2.9	3.2	3.2
JUNGLE WARFARE	34	3.3	2.7	2.3
MUSIC CLIP	25	3.5	2.0	1.7

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8010				
SCHOOL COMPUTERS	34	3.0	2.7	2.5
ASTRONOMY	33	3.0	3.2	3.2
MUSEUM	36	3.2	3.1	2.9
BALLOONING	36	3.2	2.8	2.7
MUSIC CLIP	28	3.5	2.0	1.6
8012				
PARAFLYING	33	3.6	2.4	1.9
AIDS FOR THE BLIND	30	3.2	3.1	2.8
BUFFALO DANCE	28	3.0	3.0	2.9
QLD. YOUTH ORCHESTRA	34	3.1	2.8	2.5
BISCUIT FACTORY	32	3.3	3.0	2.8
MUSIC CLIP	31	3.9	2.0	1.7
8014				
MT ISA	40	3.6	3.5	3.5
MT ISA MINES	41	3.7	3.7	3.6
MARDI GRAS/ RODEO	39	3.8	2.6	2.4
BACKWARD RODEO	36	3.8	2.1	1.8
MUSIC CLIP	32	3.6	2.0	1.7
SPECIAL	27	2.9	3.3	3.1
8016				
MOUNTED POLICE	37	3.6	2.7	2.5
COLIN THIELE	34	3.4	3.2	3.1
FIRE BRIGADE	37	3.6	3.3	3.1
DOLLS OF THE WORLD	32	2.9	2.9	2.3
RADIO-CONTROLLED CARS	35	4.0	2.5	2.0
MUSIC CLIP	33	3.7	2.1	1.8
SPECIAL	33	3.6	3.2	3.0

* Data was used only where the respondents had a clear or reasonably clear recollection of the particular segment.

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APPENDIX J

MEAN RATINGS OF APPEAL TO PUPILS, BROAD EDUCATIONAL VALUE, AND AID TO THE TEACHING OF SUBJECTS ASSIGNED IN PRIMARY SCHOOLS WITH ENROLMENT > 100 TO PARTICULAR SEGMENTS OF 1980 ROCTAPUS PROGRAMS.

(4 = very high, 3 = high, 2 = moderate, 1 = slow).

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8002				
SADDLES	7	3.3	3.0	2.3
SURF SCHOOL	6	3.2	2.7	2.5
SURFBOARDS	4	3.0	2.8	2.5
SOLAR OIL	2	3.0	4.0	3.5
BODY SCAN	3	2.0	3.0	2.7
JUMBO TENNIS	6	3.2	2.3	2.2
MUSIC CLIP	6	3.7	1.8	1.6
8004				
ASHTON'S CIRCUS	6	3.5	3.5	3.5
BEES	6	2.7	2.8	3.0
RECYCLING	3	3.0	3.3	3.3
TEA PLANTATION	4	2.8	3.5	3.5
CHINOOKS	2	3.0	2.5	3.0
MUSIC CLIP	5	3.6	2.2	2.0
8006				
CURRENCY	6	3.0	3.3	3.2
ANGORA GOATS	2	2.0	2.0	2.0
MELBOURNE	2	2.0	2.5	2.5
CAPTAIN COOK'S COTTAGE	4	3.0	3.0	3.0
RODEO SCHOOL	5	3.4	2.4	2.4
MUSIC CLIP	5	3.8	2.2	2.0
SPECIAL	6	3.0	3.2	3.3
8008				
NEON LIGHTS	6	2.5	2.3	2.7
HERON ISLAND BIRDMAN	3	2.3	2.7	2.7
STEAM TRAIN	4	2.8	2.8	2.8
ST HELENA ISLAND	4	2.8	3.2	3.0
JUNGLE WARFARE	5	4.0	3.0	2.8
MUSIC CLIP	5	3.8	2.2	2.0

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8010				
SCHOOL COMPUTERS	6	2.5	2.7	2.7
ASTRONOMY	5	2.6	2.8	2.8
MUSEUM	5	2.6	2.8	2.8
BALLOONING	6	3.2	3.2	3.0
MUSIC CLIP	6	3.8	2.0	1.8
8012				
PARAFLYING	6	3.3	2.0	2.5
AIDS FOR THE BLIND	6	2.5	2.8	2.7
BUFFALO DANCE	5	2.2	2.6	2.8
QLD. YOUTH ORCHESTRA	5	2.2	2.4	2.6
BISCUIT FACTORY	6	3.2	3.5	3.3
MUSIC CLIP	6	3.3	2.0	2.0
8014				
MT ISA	6	3.3	3.5	3.7
MT ISA MINES	6	3.5	3.8	3.8
MARDI GRAS/ RODEO	6	3.5	3.2	3.0
BACKWARD RODEO	6	3.5	2.5	2.5
MUSIC CLIP	6	3.3	2.2	2.0
SPECIAL	6	2.7	3.0	3.0
8016				
MOUNTED POLICE	7	3.1	2.6	2.6
COLIN THIELE	7	2.7	2.9	3.1
FIRE BRIGADE	7	3.0	3.1	3.1
DOLLS OF THE WORLD	6	2.5	2.2	2.8
RADIO-CONTROLLED CARS	7	3.4	2.4	2.4
MUSIC CLIP	7	3.6	2.0	1.9
SPECIAL	7	3.1	3.3	3.0

* Data was used only where the respondents had a clear or reasonably clear recollection of the particular segment.

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APPENDIX K

MEAN RATINGS OF APPEAL TO PUPILS, BROAD EDUCATIONAL VALUE, AND AID TO THE TEACHING OF SUBJECTS ASSIGNED IN PRIMARY SCHOOLS TO PARTICULAR SEGMENTS OF 1980 ROCTAPUS PROGRAMS.

(4 = very high, 3 = high, 2 = moderate, 1 = slow).

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8002				
SADDLES	44	3.2	2.7	2.1
SURF SCHOOL	37	3.1	2.3	2.0
SURFBOARDS	35	2.8	2.2	2.0
SOLAR OIL	27	2.5	3.1	3.0
BODY SCAN	29	2.4	2.8	2.5
JUMBO TENNIS	40	3.4	2.5	1.9
MUSIC CLIP	39	3.5	2.4	1.7
8004				
ASHTON'S CIRCUS	45	3.4	2.9	2.7
BEES	41	3.1	3.2	3.2
RECYCLING	31	3.1	3.4	3.3
TEA PLANTATION	35	3.1	3.3	3.3
CHINOOKS	34	3.6	2.9	2.7
MUSIC CLIP	33	3.5	2.1	2.0
8006				
CURRENCY	46	3.4	3.4	3.4
ANGORA GOATS	34	3.2	3.1	3.1
MELBOURNE	24	2.7	2.7	2.9
CAPTAIN COOK'S COTTAGE	34	3.0	3.1	3.2
RODEO SCHOOL	41	3.7	2.6	3.4
MUSIC CLIP	30	3.9	2.0	2.4
SPECIAL	28	3.9	2.9	2.7
8008				
NEON LIGHTS	33	2.8	2.9	2.6
HERON ISLAND BIRDMAN	41	2.9	3.0	3.0
STEAM TRAIN	34	3.0	2.8	2.9
ST HELENA ISLAND	39	2.9	3.2	3.2
JUNGLE WARFARE	39	3.4	2.7	2.3
MUSIC CLIP	30	3.9	2.1	1.8

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8010				
SCHOOL COMPUTERS	40	2.9	2.7	2.5
ASTRONOMY	38	3.0	3.2	3.1
MUSEUM	41	3.1	3.1	2.9
BALLOONING	42	3.2	2.8	2.8
MUSIC CLIP	34	3.6	2.0	1.9
8012				
PARAFLYING	39	3.5	2.3	2.0
AIDS FOR THE BLIND	36	3.1	3.1	2.8
BUFFALO DANCE	33	2.9	3.0	2.8
QLD. YOUTH ORCHESTRA	39	2.9	2.7	2.5
BISCUIT FACTORY	38	3.3	3.1	2.9
MUSIC CLIP	37	3.8	2.0	1.8
8014				
MT ISA	46	3.5	3.5	3.5
MT ISA MINES	47	3.6	3.7	3.6
MARDI GRAS/ RODEO	45	3.8	2.7	2.5
BACKWARD RODEO	42	3.8	2.1	1.9
MUSIC CLIP	38	3.8	2.0	1.7
SPECIAL	33	2.9	3.2	3.1
8016				
MOUNTED POLICE	44	3.5	2.7	2.5
COLIN THIELE	41	3.3	3.2	3.1
FIRE BRIGADE	44	3.5	3.3	3.1
DOLLS OF THE WORLD	38	2.8	2.8	2.4
RADIO-CONTROLLED CARS	42	3.9	2.5	2.1
MUSIC CLIP	40	3.7	2.1	1.8
SPECIAL	40	3.5	3.2	3.0

* Data was used only where the respondents had a clear or reasonably clear recollection of the particular segment.

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APPENDIX L

MEAN RATINGS OF APPEAL TO PUPILS, BROAD EDUCATIONAL VALUE, AND AID TO THE TEACHING OF SUBJECTS ASSIGNED IN PRIMARY SCHOOLS WITH SECONDARY DEPARTMENTS TO PARTICULAR SEGMENTS OF 1980 ROCTAPUS PROGRAMS.

(4 = very high, 3 = high, 2 = moderate, 1 = slow).

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
B002				
SADDLES	6	2.8	2.5	2.0
SURF SCHOOL	5	2.8	2.2	1.6
SURFBOARDS	4	3.5	2.5	1.8
SOLAR OIL	2	2.5	3.0	3.0
BODY SCAN	4	2.0	3.2	2.8
JUMBO TENNIS	5	3.0	2.2	2.0
MUSIC CLIP	4	4.0	1.5	1.0
B004				
ASHTON'S CIRCUS	5	3.0	2.4	2.2
BEES	3	3.0	3.0	3.0
RECYCLING	4	3.5	3.2	3.2
TEA PLANTATION	2	2.5	3.0	3.0
CHINOOKS	5	3.4	2.6	2.4
MUSIC CLIP	3	3.7	1.7	2.0
B006				
CURRENCY	5	3.6	3.2	3.2
ANGORA GOATS	4	3.0	3.0	2.8
MELBOURNE	5	2.4	2.8	2.6
CAPTAIN COOK'S COTTAGE	4	3.0	3.2	3.0
RODEO SCHOOL	5	3.6	2.4	2.2
MUSIC CLIP	4	3.8	1.5	1.0
SPECIAL	4	2.5	2.2	2.2
B008				
NEON LIGHTS	4	3.2	2.8	2.2
HERON ISLAND BIRDMAN	5	2.6	2.6	2.6
STEAM TRAIN	4	2.8	2.5	2.5
ST HELENA ISLAND	4	3.0	3.2	3.0
JUNGLE WARFARE	5	3.8	2.8	2.6
MUSIC CLIP	4	3.6	1.5	1.0

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
B010				
SCHOOL COMPUTERS	4	3.0	2.8	2.5
ASTRONOMY	4	3.2	2.8	3.2
MUSEUM	5	3.0	2.8	2.6
BALLOONING	5	2.8	2.6	2.2
MUSIC CLIP	4	3.4	2.0	1.5
B012				
PARAFLYING	6	3.3	2.2	2.7
AIDS FOR THE BLIND	6	3.3	2.8	2.5
BUFFALO DANCE	3	3.0	2.7	2.0
QLD. YOUTH ORCHESTRA	5	2.8	2.6	2.2
BISCUIT FACTORY	5	3.2	3.0	2.6
MUSIC CLIP	5	4.0	2.4	1.8
B014				
MT ISA	5	3.4	3.4	3.2
MT ISA MINES	5	3.6	3.8	3.4
MARDI GRAS/ RODEO	5	3.8	3.2	2.8
BACKWARD RODEO	5	3.4	2.6	2.4
MUSIC CLIP	3	3.0	1.3	1.3
SPECIAL	3	2.7	2.7	2.3
B016				
MOUNTED POLICE	5	3.0	2.6	2.2
COLIN THIELE	6	2.7	2.8	2.7
FIRE BRIGADE	6	3.0	2.8	2.5
DOLLS OF THE WORLD	5	2.8	2.4	2.2
RADIO-CONTROLLED CARS	6	3.2	2.5	2.2
MUSIC CLIP	5	4.0	2.4	1.8
SPECIAL	6	3.2	2.7	2.7

* Data was used only where the respondents had a clear or reasonably clear recollection of the particular segment.

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APPENDIX M

MEAN RATINGS OF APPEAL TO PUPILS, BROAD EDUCATIONAL VALUE, AND AID TO THE TEACHING OF SUBJECTS ASSIGNED IN SECONDARY SCHOOLS TO PARTICULAR SEGMENTS OF 1980 ROCTAPUS PROGRAMS.

(4 = very high, 3 = high, 2 = moderate, 1 = slow).

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8002				
SADDLES	3	2.7	2.3	1.3
SURF SCHOOL	3	3.3	2.7	1.3
SURFBOARDS	3	2.7	2.7	1.3
SOLAR OIL	3	2.3	3.0	3.0
BODY SCAN	3	2.3	3.3	3.0
JUMBO TENNIS	3	3.3	2.7	2.0
MUSIC CLIP	3	4.0	2.0	1.7
8004				
ASHTON'S CIRCUS	1	3.0	3.0	2.0
BEES	2	2.5	3.0	1.5
RECYCLING	2	2.0	3.0	2.0
TEA PLANTATION	1	3.0	3.0	3.0
CHINOOKS	1	4.0	3.0	2.0
MUSIC CLIP	2	4.0	1.5	1.0
8006				
CURRENCY	2	2.5	3.0	2.0
ANGORA GOATS	2	2.0	2.5	2.0
MELBOURNE	0	–	–	–
CAPTAIN COOK'S COTTAGE	1	2.0	3.0	3.0
RODEO SCHOOL	1	4.0	2.0	2.0
MUSIC CLIP	2	4.0	1.0	1.5
SPECIAL	1	3.0	3.0	3.0
8008				
NEON LIGHTS	2	2.5	3.0	3.0
HERON ISLAND BIRDMAN	2	3.0	3.5	3.0
STEAM TRAIN	2	3.0	3.5	3.0
ST HELENA ISLAND	3	2.7	3.3	3.3
JUNGLE WARFARE	2	4.0	3.5	2.0
MUSIC CLIP	3	3.7	2.0	1.3

PROGRAM	No. of Schools *	Mean rating of segment with regard to:		
		Appeal to pupils	Value in the broad educational sense	Aiding the teaching of school subjects
8010				
SCHOOL COMPUTERS	2	3.0	3.5	3.0
ASTRONOMY	2	2.5	3.0	3.5
MUSEUM	2	3.0	3.0	3.0
BALLOONING	3	2.7	3.0	2.3
MUSIC CLIP	3	3.7	2.0	1.3
8012				
PARAFLYING	3	3.0	3.0	2.3
AIDS FOR THE BLIND	2	2.5	3.5	3.5
BUFFALO DANCE	2	2.5	3.0	3.5
QLD. YOUTH ORCHESTRA	2	2.0	3.5	3.0
BISCUIT FACTORY	2	3.5	3.5	3.0
MUSIC CLIP	3	3.7	2.0	1.7
8014				
MT ISA	3	3.7	3.7	3.3
MT ISA MINES	3	3.0	3.7	3.3
MARDI GRAS/ RODEO	3	3.0	2.7	2.0
BACKWARD RODEO	3	3.7	2.0	1.7
MUSIC CLIP	3	4.0	1.7	1.3
SPECIAL	0	–	–	–
8016				
MOUNTED POLICE	2	2.5	2.0	1.5
COLIN THIELE	3	3.3	3.3	3.7
FIRE BRIGADE	2	3.0	3.5	2.5
DOLLS OF THE WORLD	2	2.5	2.5	2.5
RADIO-CONTROLLED CARS	3	3.7	3.0	2.3
MUSIC CLIP	3	4.0	2.3	1.7
SPECIAL	3	3.0	3.7	3.7

* Data was used only where the respondents had a clear or reasonably clear recollection of the particular segment.

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APPENDIX N

A SAMPLE OF THE CORRESPONDENCE TO ROCTAPUS FROM CHILDREN

Capella State School
Huntley Street
Capella, 4702
22 Nov 1979

Dear Roctapus Group.

I am a student of the Capella State School. I am in Grade six. I like your show and all the boys and girls do too. I would like to see a variety of parrots on your show because there is only a few kinds around Capella.

Donna Brown
Roma 4455
Queensland.

Dear Roctapus

I am writting in for "queensland makes it great" competition My entries are:

Qantas airlines	Mackay
Uranium	Animals
Entertainment	Kids (children)
Eucalyputs trees	Ex-service men
New Years Eve	Sands (coloured)
Sunshine Coast	
Land	Industry
Aluminuim (finished product)	Tin
Nuggets of gold	
Dried foods	

Gold Coast Recreation Electricy
Aircrafts Thursday Island.

Well I think Id better go now.

Yours Sincerly
Donna Brown

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Kym Douglas
Quilpie,
4480,
29.07.80.

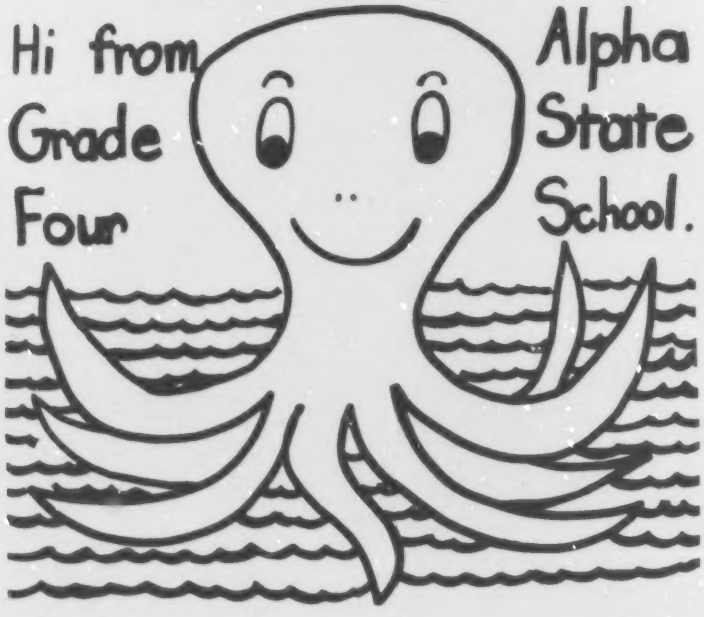
The Producer,
R.O.C.T.A.P.U.S.,
Red Comb House,
Ashgrove.

Dear Sir,

I really appreciate the R.O.C.T.A.P.U.S. tapes that we have watched and the tapes are very intresting. I would like to see on R.O.C.T.A.P.U.S. some different sports that are played. The different types of sports are: Football.
Soccer.
Softball.
tennis.

We do not get television out here in Quilpie so would you be able to show us some of the Olympic Games one R.O.C.T.A.P.U.S. because I am sure the people in isolated areas would love to see it.

Yours faithfully,
Kym Douglas



S. R. Hampson, Government Printer, Queensland

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